

**THE EFFECT OF USING GROUP WORK ACTIVITIES ON THE  
SPEAKING CLASS FOR THE EIGHTH GRADE STUDENTS OF  
SMP NEGERI 2 WATES KULON PROGO IN THE ACADEMIC  
YEAR OF 2012/2013**

A Thesis

Presented as a Partial Fulfillment of the Requirement for the Attainment of the  
*Sarjana pendidikan* Degree in the English Language Education



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**2013**

**APPROVAL SHEET**

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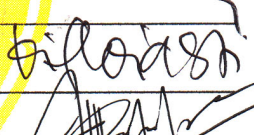
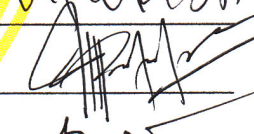
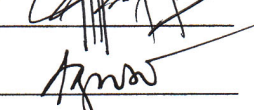
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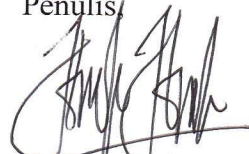
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menyatakan bahwa karya ilmiah yang berjudul *The Effect of Using Group Work on Speaking Class for the Eighth Grade Students of SMP Negeri 2 Wates Kulon Progo in the Academic Years of 2012/2013* ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan etika karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal ini menjadi tanggung jawab saya.

Yogyakarta, 14 Januari 2013

Penulis,



Okky Erlinda

## MOTTOS

♠ *It's More Important to Be Kind than Clever*

*(Bill Taylor)*

♠ *Believe you can and you're halfway there.*

*(Theodore Roosevelt)*

## DEDICATIONS

This piece of writing is respectfully dedicated to:

♠ My Parents and My Parents-in-law to be

For their love, patience and prayer along my life

♠ My Brothers ( Mas Bhayu, Dek Aji, Dek Algi )

For their great of affection and prayer

♠ My Beloved Fiance (Bayu Hari Yudianta)

For his endless love, support, and care of me as always

♠ my Bestie (Tumini & Listi)

For their Support and Prayer

## ACKNOWLEDGEMENTS

*Alhamdulillah*, praise be to Allah, the Almighty, for giving the strength and blessing to me, so that I can finish this thesis. Without his blessing I would never have finished this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

With all my sincerity deep down in my heart, I would like to express my greatest gratitude sincerely to my first consultant, Dr. Agus Widyantoro, M.Pd., and my second consultant, Tri Wahyuni Floriasti, S.Pd. M.Hum, for their guidance, advice, correction, patience, and willingness to correct every part of my thesis. I would also like to express my greatest gratitude to my academic consultant, Anita Triatuti, M.A., who has patiently guided me in studying at English Education Department of Yogyakarta State University.

Many thanks also go to the Headmaster of SMP N 2 Wates, Surgiyantoro, S.Pd., M.Pd., who has given permission for me to conduct this research in SMP N 2 Wates, the English teacher, Sawiji Herini, S.Pd., who has worked collaboratively in conducting this research, and the students of VIIIC and VIIID classes in the academic year of 2012/2013 for their cooperation and collaboration during this research.

Special thanks go to my father, Yudi, and my mother, Musawab, for their deepest love, support, and prayer. Many thanks also go to my beloved brothers, (Bhayu Billy Andri, M.Pd., Galang Nusa Aji, Rialgi Dilanuar) always give me support and prayer and My beloved fiance Bayu hari Yudiata, S.Psi who loving me as always.

Last but not least, I am grateful to my best friends, Destum, Listi, Sinto, Fani, Kenyun, Dewi, Mami and all my friends in PBI G'08 Class (thanks for being my beloved friends).



Finally, I realize that this thesis is far from being perfect. Moreover, I greatly appreciate any criticisms, comments, and suggestions for the improvement of this thesis. However, I hope this thesis would give precious contribution to the improvement of the English teaching and learning process.

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**ABSTRACT**

The objective of this study was to find out whether there was a significant difference in the speaking ability between the eighth grade students of SMP Negeri 2 Wates, who were taught using group work activities and those who were taught without using group work activities in the academic year of 2012/2013

This study involved 64 students divided into two groups: class VIII C (32 students) as the control group, and class VIII D (32 students) as the experimental group. The data were obtained by means of two speaking tests. They were administered to the two groups as the pre-test and post-test. The pre-test was given to both groups before the treatment and post-test was given at the end of the treatment. The data were analyzed by means of descriptive and inferential statistics. The hypothesis was tested using the analysis of covariance.

The result showed that there was a significant difference in the speaking achievement between students who were taught using group work activities and those who are taught without using group work activities. It is presented from the result of the test of hypothesis using ANACOVA. The significant value of 0.000 was less than the significance level of 0.05 ( $F = 31.590$ ) this meant that the use of group work activities significantly improves the students' speaking achievement in the English teaching and learning in Junior high School.



## **CHAPTER I**

### **INTRODUCTION**

In this part, some subchapters are presented. Those are background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objective of the study, and significance of the study.

#### **A. The Background to the study**

As an international language, English become an important medium of communication that people used to communicate and built a relationship with other people. It had been understood that the objective of the learning languages was able to communicate in the target language. In this context, the target language was English. Thus, the teaching and learning of English, both in written and spoken forms should be delivered well.

People often speak about something such delivering speech, advertising, having dialogues, and many kinds of spoken form to communicate with others in their daily lives. Therefore, people need to master speaking skills to be able to speak and communicate well.

Another reason of the significance of speaking skills was that speaking skills were needed in many jobs such as secretary, mc, teacher, and many other occupations. By mastering speaking skills, people not only can communicate well but also can get many jobs easily. Therefore, speaking was an important skill to be learnt by learners to develop their abilities in mastering English completely.

However, it was believed that speaking was not an easy skill to be mastered by learners although it was very important. There was no doubt that speaking was the most difficult skill for L2 learners to master. The difficulty lied not only in expressing the words, but also in delivering the meaning. The difficulty was also caused by several subskills of the speaking skills.

In fact, the teaching and learning process was only focused on helping students to pass the final exam. Students were taught how to answer questions in the written forms, while how speaking skills activities run well were put aside. Based on the observation conducted on March 5<sup>th</sup> and 6<sup>th</sup>, 2012, there were some problems arose at the eighth grade students of SMP N 2 Wates. Firstly, the teacher used the English book all the time in her teaching and took a little role in modifying a little activity to improve the students' language skills. Students just learned what was available in the English book. Moreover, there were limited activities during the English class, so that the students did not have chances to improve their speaking skills. Secondly, the students had low interest in learning. The students did not participate actively in the speaking class activities. Besides that, the students had low attention to join speaking activities, for example, they spent their time by talking with their friends about their own interest, and they were also reluctant to bring dictionaries or even find other learning resources to help them in understanding the lesson. Next, there were too limited media used during the English class.

This fact showed that the current English teaching and learning process did not reflect the reality of teaching. These problems lead some questions to the English teacher and the researcher on how to solve the problems. After a series of discussion, the teacher and the researcher observed the problems during the English lesson in classes. Then the researcher and the English teacher agreed to use group work activities on speaking class to see whether this action had significant difference or not.

### **B. The Identification of the Problem**

There were some problems arose at the eighth grade students of SMP Negeri 2 Wates. Firstly, the teacher used the English book in every meeting and there were too limited activities, so the students did not have a chance to improve their speaking skills. Students just studied the English book all the time.

Secondly, the factor that influences the students' speaking ability was from the students. The students did not participate actively in the speaking class activities. The students did not have enough motivation to speak because they thought that English was difficult. They also spent their time by talking with their friends about their own interest, and they were also reluctant to bring dictionaries or even find other learning resources to help them in understanding the lesson. They also could not develop and express their ideas well into spoken form so their words are hard to understand. That is why they make a lot of mistakes on speaking. So it is obvious why the students become passive and unmotivated in the speaking class.

The next problem, there were too limited media used during the English classes, e.g. no course book, no pictures, and no recording. Media is a big thing

that can increase students' interest to join the lesson includes speaking activities, for example teacher played speech video then students would try to replay the sentence they had just heard and the teacher played a monologue recording then students were asked to repeat the sentences. Based on some reasons above, the researcher found ways to improve students' speaking skills by using group work.

### **C. The limitation of the Problem**

Based on the identification of the problems above, the researcher focused on the effectiveness of the strategy seen from the students' activity while joining speaking class activities. The researcher focused on this research by applying group work activities. This strategy was chosen to improve the quality of the students as speakers due to some reasons. First, group work could make students speak up and they would be more confident than to speak individually. Second, group work could motivate them to enjoy the lesson. The last, group work could improve students' performance.

They also could learn how to be a good speaker. Although this strategy was assumed to have an important role in the speaking class activity, there was possibility that there might be some other uncontrolled factors that might also influence students' speaking ability in the learning process.

### **D. The Formulation of the Problem**

Based on the limitation of the problem formulated for this research is as follows: "is there a significant difference in English speaking class achievement between students of SMP N 2 Wates who are taught by using group work on speaking achievement and those who are not?"

### **E. The objective of the research**

The objective of this research was to investigate the effect of using group work activities for the eighth grade students' speaking skill of SMP N 2 Wates by examining whether there was a significant difference in English speaking skills between the students who were taught using group work activities and those who were taught without using group work activities.

### **F. The Significances of the Research**

Scientifically, the research was aimed at supporting the knowledge of the theories about speaking activity, effective classroom management, and their relationship.

Practically, the result of the study could be used as informative input for researcher, English teacher, and the headmaster of SMP N 2 Wates to improve students' understanding.

The significances of the research toward the parties mentioned above are explained as follows:

1. The research can be used by the English teachers of SMP N 2 Wates to be one the sources to improve the students' English skill in attempt to create a qualified output in the future careers.
2. The teachers of other subject or of another school can also use the research as an input to improve the students' speaking skill using different way.
3. This research can also be used by students of other school to give new insight of how to learn the English subject more effectively and to make them realize the importance of learning English in the future careers.



4. The principal of junior high school can refer to the research as one of the input in making decision or a policy for the sake of the students' and school improvement.
5. The others students of the English Education Department of Yogyakarta State of university can take many advantages from the result of this research, especially for those who are interested in the same field.

## **CHAPTER II**

### **LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS**

The objective of this study is to find out whether there is a significant difference or not in the English speaking achievement between students who are taught by using group work activities and those who are not. To support the understanding of the problem formulated in Chapter I, some theories are reviewed that are related to the concepts of speaking skills and group work. This chapter also presents some relevant research studies for this research. Once those theories have been reviewed and some relevant research studies have been presented, a conceptual framework is drawn for this study.

#### **A. Literature Review**

##### **1. Speaking Skills**

This subchapter discusses some relevant theories which are related to speaking skills. In this discussion, eight important points are presented. Those are the definition of speaking, types of spoken language, and characteristics of spoken language and, micro- and macro-skills in speaking.

##### **a. Definition of speaking**

According to Bygate (1987), in Leo and Cely (2010), speaking is a skill which deserves attention as much as literary skills in both native and foreign languages. In addition, Harmer (2001: 269) points out that the ability to speak

fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’.

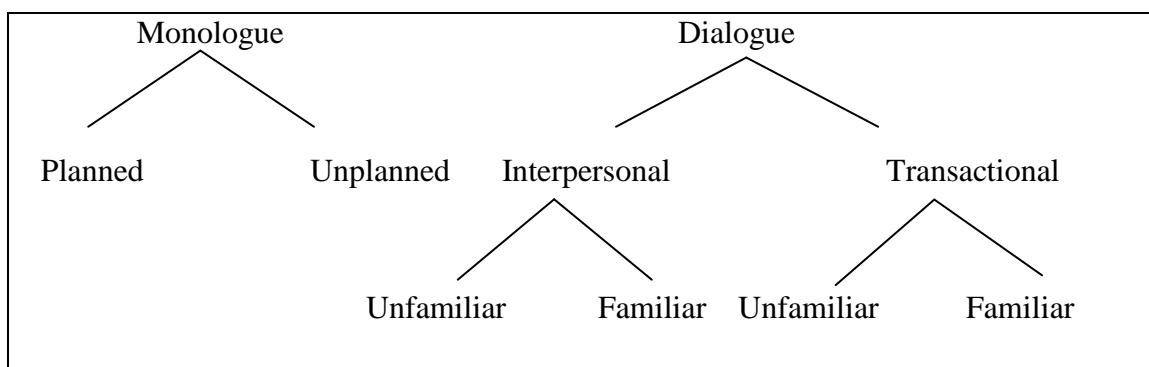
Byrne (1984: 9) in Leo and Cely (2010) states that the main goal of teaching speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. To achieve the goal, the students have to responding to cues to the use of the language to express their own ideas.

From the definitions above, it can be concluded that speaking skills include abilities in which learners should develop and have in using language to communicate ideas, knowledge and information in one’s mind to others and to respond to the others’ ideas in the interaction process based on a certain context in which the language is used.

#### **b. types of spoken language**

Brown (2001, 251) presents two primary types of spoken language. They are monologues and dialogues. In the monologue, when one speaker uses spoken language for any length of time the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends. This type of spoken language is categorized further into two sub types. They are planned and unplanned monologues. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues exhibit more redundancy; which makes the case in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

Furthermore, dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Those sub-categories are classified further into unfamiliar and familiar categories. In this case, participants may have a good deal of shared knowledge (background information, schemata); therefore the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. On the other hand, in case of unfamiliarity of the interlocutors, references and meanings have to be made more explicit to assure effective comprehension. The types of oral language are presented in the figure below.



Brown (2001: 251)

Figure 1: **Types of Oral Language (adapted from Nunan 1991b: 20-21)**

### c. **Micro- and macro-skills of speaking**

Brown (2003: pp. 142-143) points out some micro- and macro-skills of speaking. The microskills refer to producing the smaller chunks of language, such as, phonemes, morphemes, words, collocations, and phrasal units. The macro-

skills refer to the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Those micro-skills are as follows.

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in the spoken discourse.

Besides that, there are also some macro-skills. They are as follows.

- 1) Approximately accomplish communicative functions according to situations, participants, and goals.

- 2) Use approximate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping, and-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events, and feelings, new information, and given information generalization and exemplification.
- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with the verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well one's interlocutor is understanding.

In line with those concepts, Nunan (1989: 32) points out that successful oral communication involves:

- a) the ability to articulate phonological features of the language comprehensibly;
- b) mastery of stress, rhythm, intonation patterns;
- c) an acceptable degree of fluency;
- d) transactional and interpersonal skills;
- e) skills in taking short and long speaking turns;
- f) skills in the management of interaction;
- g) skills in negotiating meaning;
- h) conversational listening skills (successful conversations require good listeners as well as good speakers); and

- i) skills in knowing about and negotiating purposes for conversations; using appropriate conversational formulae and fillers.

It can be concluded that both of macro- n micro-skills are important in speaking abilities. Many things are needed to be a good speaker. Speaking skill does not just tell about how to produce the language, but also how to express a particular meaning.

## **2. English in the Junior High School**

English in Junior High School is targeted to prepare the students with communicative skills in daily life so that they will be able to communicate both oral and written form in the functional literacy level. The English teaching in Junior High School has three main purposes. As stated before, the English lesson develops students' communicative competence in form of spoken and written to reach the functional literacy level. Besides, it is expected to make the students aware of the importance of English based on the global demand. Moreover, the English lesson can explore their understanding of the correlation between languages and cultures.

Since the implementation of the School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, schools have an authority to develop the curriculum based on their needs and the characteristics of those schools. However, in developing the curriculum, the schools have to pay attention to the benchmark in order to achieve the national aims of the teaching of Junior High School.

One of the benchmarks that has to be considered in developing the curriculum is a content standard. In the content standard, there are standards of

competence and basic competences. Below is the standard of competences and basic competence of the speaking skill for the first semester of grade 8 in Junior High School.

**Table 1: The standard competence and basic of competence of speaking skill for the first semester of grade 8 in Junior High School.**

Standard of Competence	Basic of Competence
<b>Speaking</b> Expressing meaning of short functional text and monologue in the form of descriptive text to interact with the environment around them or in a daily life context	Expressing meaning of a simple short monologue text using spoken language variety in accurate, fluent, and acceptable manners to interact in daily life context in the form of <i>descriptive</i> text. Expressing meaning of simple short essays accurately, fluently and acceptably related to the surrounding in form of <i>descriptive</i> texts.

From the table, it can be seen that in achieving the indicators related to speaking skills required by School-Based Curriculum for the Junior High Schools in the first semester of grade VIII, students need to master some micro- and macro-skills of speaking to be able to communicate effectively, accurately and intelligibly. Those micro-and macro-skills required are at least fluency, grammatical and pronunciation accuracy, vocabulary and task accomplishment strategy.

Teaching English to teens is different from teaching children or adults. According to Brown (2001: 92), teaching English needs some considerations as follows:

1) Intellectual capacity

In the age of twelve, some sophisticated intellectual processing increase. Therefore, the teenagers can solve complex problems with logical thinking.



## 2) Attention spans

The attention spans of teenagers are longer than those of children. It is because many diversions in a teenager's life.

## 3) Varieties of sensory input

Varieties of sensory input are important. Therefore, the teachers should design some activities which are interesting to all five senses.

## 4) Factors surrounding ego, self-image, and self-esteem.

Teenagers are ultra-sensitive to how others believe their changing physical and emotional selves along with their mental capabilities. The teacher must try to keep students' self-esteem by avoiding embarrassment of students, affirming each student's talents and strengths, allowing students' mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small-group work when risks can be taken more easily by a teen.

## 5) Secondary school

Students are becoming increasingly adult like in their ability to make those occasional diversions from the "here and now" nature of immediate communicative contexts to dwell on a grammar or vocabulary item. However, care must be taken not to insult them with stilted language or to bore them with over analysis.

Those are some special sets of considerations which should be taken into account in teaching to teens. They absolutely have different attitudes better than adults where they are in the age of transition, confusion, growing, and changing minds.

### **3. Group Work**

#### **a. The definition of group work**

Nunan (1989:84) states that group work is essential to any classroom that is based on principles of experiential learning. He adds that through group work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to communicate in the world beyond the classroom. Thus, communication in the classroom can be aroused among the students through group work.

Supporting Nunan's idea, Brown (2001:177) states that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. He adds that group work usually implies "small"-group work, that is, students in groups of perhaps six or fewer. Thus, there is a basic concept about group work according to Brown. Group work has two points related to the teaching and learning process, they are group's member and collaboration to carry out a task.

In summary, group work is a kind of classroom management in language learning where students collaborate with other students and initiate him/her in doing the language activities. The number of students in a small group is six or fewer. The appropriate number of the group can influence the implementation of the group work task in the classroom.

### **b. The reasons for using group work**

The reasons for using group work is described clearly on Webb (1994), who provides a wide range of educational theories drawn on by proponents of group work. In more concrete terms, regardless of the content area, compared with other instructional formats, research shows that group work leads to greater retention and understanding of what is taught. Carefully planned group work provides an opportunity for students to develop these (and other) qualities. The literature documents a range of academic and social benefits of group work. These include:

- 1) The development of co-operation and planning skills;
- 2) Opportunities for leadership and shared leadership;
- 3) Increased active participation and involvement in the course;
- 4) Improved student performance;
- 5) Opportunities for students to work on large and/or complex projects;
- 6) The promotion of student autonomy by transferring some of the responsibility for teaching and learning to students.

According to Webb (1994), the opportunity to critique personal understanding and receive peer feedback, fostering students' ability to think critically about their learning and to determine what criteria should be used in judging their work in future learning are also cited as valuable outcomes of group work by the Murdoch University guidelines. In the distance education or part time context, group work, although difficult, does help to involve students who would otherwise feel isolated.

Group work can provide students with a valuable learning experience whether or not it is associated with formal assessment. The decision about whether and how to assess aspects of group work should be based on the purpose of the activity and the significance it plays in assisting students to achieve key objectives. Where group work contributes significantly to the achievement of program or course objectives, its assessment should be included in the overall assessment plan. In addition, recognition acknowledges the time and effort students must commit to work effectively in groups.

It can be concluded that group work can help the students to join the learning process. Group work can make students pay attention more. Group work makes the student enjoy in doing such activity related to the speaking class, for example retelling story, introducing themselves.

### **c. Advantages of group work**

According to many writers, group work has many advantages for English Language Classroom. Brown (2001: pp. 177-9) suggests a number of advantages of group work for English Language classroom they included;

#### **1) Group work generates interactive language**

In so-called traditional language classes, teacher talk is dominant. Teachers lecture, explain grammar points, conduct drills, and at best lead a whole-class discussion in which each student might get a few seconds of a class period to talk. Group work helps to solve the problem of classes that are too large to offer many opportunities to speak

2) Group work offers an embracing affective climate

The second important advantage offered by group work is the security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection. A further affective benefit of group work is an increase in students' motivation.

3) Group work promotes learner responsibility and autonomy

Even in a relatively small class of fifteen or twenty students, the whole-class activity often gives students a screen to hide behind. Group work places responsibility for action and progress upon each of the members of the group somewhat equally, it is difficult to "hide" in a small group.

4) Group work is a step toward individualizing instruction

Each student in a classroom has needs and abilities that are unique. Usually the most salient individual difference that observed is a range of proficiency levels across the class and, even more specifically, differences among students in their speaking abilities. The teacher can recognize and capitalize upon other individual differences (age, cultural heritage, field of study, cognitive style, to name a few) by careful selection of small groups and by administering different tasks to different groups.

In the English learning and teaching context, Harmer (2004:117) asserts some advantages of group work;

1) It dramatically increases the amount of talking for individual students.

- 2) Because there are more than two people in the group, personal relationship is usually less problematic; there is also a great chance of different opinions and varied contributions than in pair work.
- 3) It encourages broader skills of cooperation and negotiation than pair work and yet is more private than work in front of the whole class.
- 4) It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.
- 5) Some students can choose their level of participation more readily.

Rivers (1988:78) asserts that opportunities for student-teacher interaction, as well as student-students interaction, are greater in a small-group activity than in large groups. He adds that students receive much more attention to their individual problems and feel more personally involved, because they can no longer hide in the crowd.

In summary, group work has a number of benefits for language learning and teaching. Related to the interactive language classroom, group work is good to be conducted because it can generate interactive language. Students can convey and receive ideas and also negotiate meanings during the lesson. It also offers an embracing affective climate that can increase students' motivation. In promoting learner autonomy group work can be a solution in the English learning and teaching process. By considering that the students have their own language ability, group work can bridge this issue and it can be one way to overcome the problem faced by the language teachers.

#### **d. Disadvantages of group work**

Brown (2001: 179-182) stated that some teachers are afraid of group work. Teachers think that they will lose control, or students will just back to their native language. Group work does not mean simply putting students into groups and having them do what teachers do in a whole class. According to the statements, he asserts some disadvantages of group work;

1. The teacher is no longer in control of the class

There is no doubt that group work requires some yielding of control to the students. The teacher should predict everything that is going in the activities.

2. Students will use their native language

A multiple number of languages are represented in a single classroom, teachers can avoid the native language syndrome by placing students in heterogeneous language groups. In EFL situations, where all of the students have a common native language, it is indeed possible, if not probable, those students in small groups will covertly use their native language.

3. Students' errors will be reinforced in small groups

Teachers are usually concerned about the fact that, especially in large classes, students will reinforce each other's errors and the teacher will not get a chance to correct them.

4. The teacher cannot monitor all groups at once

The effective teacher will circulate among the groups, listen to the students, and offer suggestion and criticism, but the number of groups make the teacher is hard to control of the groups at once.

## 5. Some learners prefer to work alone

It is true that many students, especially adult-age students, prefer to work alone because that is the way they have operated ever since they started going to school.

From that statement above, it can be concluded that however group work can help the students to join the speaking English learning process better, group work also has disadvantages that occur when the teacher use it as the classroom management. These disadvantages come not only from the students, but also from the teacher itself.

### **e. Planning group work activities**

Brown (2001: 187-188) stated possibly the most common reason for the breakdown of group work is an inadequate introduction and lead-in to the task itself. Too often, teachers assume that purposes are clear and directions are understood. There are seven rules for implementing the groups.

#### 1) Introduce the technique

Introduction may simply be a brief explanation. It almost always should include a statement of an ultimate purpose so that students can apply all other directions to that objective.

#### 2) Justify the use of small groups for the technique

The students will get an opportunity to practice certain language forms or function, and that if students are reluctant to speak up in front of the class, now is students' chance to do so in the security of small group. This second rule suggests



that is important to tell the students explicitly why the small group is important for accomplishing the task.

3) Model the technique

In simple techniques, especially those that the students have done the assignment before, modeling may not be necessary. For a new and potentially complex task, the teacher would be better to give a model for ensuring students know what they are supposed to do.

4) Give explicit detailed instructions

The students have seen the purpose of the task and have had chance to witness how the discussion might proceed, give them specific instruction on what they are to do.

5) Divide the class into groups

In dividing class into groups, some aspects must be considered into account; the native language, the proficiency levels, age or gender differences, the culture/sub-cultural group, the personality types, the cognitive style preferences, the cognitive or developmental stages, the interest, the prior learning experience, and the target language goals.

6) Check for clarification

Students must be checked to know whether they understand or not about the instruction.

7) Set the task in motion

This part should now be a simple matter of saying instruction to join the group or do activities dealing with the group.

It can be concluded that a good teacher should be a good manager and also a good planner too. Good planning will make the process of speaking activities for the students run well, but students have to pay attention to the planning to be able to communicate effectively. The teacher should regulate those rules for implementing group work in the classroom. These are very significant for creating a successful group work. The better students learn through group work, the better of development of language ability they will get.

#### **f. Designing Group Activities**

According to CTE group (Center for Teaching Excellence), group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. There are seven rules to design the group activities;

##### **1. Specify instructional objectives**

Determine what is the need to achieve through the group activities, both academically (e.g., knowledge of a topic) and socially (e.g., listening skills). The activity should relate closely to the course objectives and class content and must be designed to help students learn, not simply to occupy their time. When deciding whether or not to use group work for a specific task, consider these questions: what is the objective of the activity, how will that objective be achieved by asking students to work in groups, is the activity challenging or complex enough that it requires group work, will the project require true collaboration, and is there any reason why the assignment should not be collaborative?

## 2. Make the task challenging

Consider giving a relatively easy task early in the term to arouse students' interest in group work and encourage their progress. In most cases, however, collaborative exercises should be stimulating and challenging. By pooling their resources and dealing with differences of opinions that arise, groups of students usually develop a more sophisticated product than they could as individuals.

## 3. Assign group tasks that encourage involvement, interdependence, and a fair division of labour

All group members should feel a sense of personal responsibility for the success of their team mates and realize that their individual success depends on the group's success. Allocate essential resources across the group, so that group members are required to share information (e.g., "Jigsaw" method) or to come up with a consensus; randomly select one person to speak for the group; or assign different roles to the group members so that they are all involved in the process (e.g., recorder, spokesperson, summarizer, checker, skeptic, organizer, observer, timekeeper, conflict resolver, liaison to other groups). Knowing that peers are relying on students is a powerful motivator for group work. Another strategy for promoting interdependence is specifying common rewards for the group, such as a group mark.

## 4. Decide on group size

The size chosen will depend on the number of students, the size of the classroom, the variety of voices needed within a group, and the task assigned.

Groups of 4-5 tend to balance well the needs for diversity, productivity, active participation, and cohesion.

5. Decide how to divide students into groups

Division based on proximity or students' choice is the quickest, especially for large and cramped classes; however, it means that students end up working together with friends or always with the same people.

6. Allow sufficient time for group work

Recognize that the teacher will not be able to cover as much material as the teacher could if the teacher lectured for the whole class period. Estimate the amount of time that subgroups need to complete the activity. Also plan for a plenary session in which groups' results can be presented or general issues and questions can be discussed.

7. Try to predict students' answers

It is better for the teacher to prepare their questions and tie together the group work during the plenary session.

Without careful planning and facilitation, group work can frustrate students and teachers and they feel like a waste of time. The good designer will consider the students' needs, and also can make the students enjoy the lesson.

**g. Implementing group work activities in the classroom**

Brown (2001: 183-7) asserts that the first step promoting successful group work activities, then, is to select an appropriate task. In other words, choose something that lends itself to group processes. He also proposes kinds of group work activities which are appropriate to be implemented in classroom;

### 1. Games

Guessing games are common language classroom activities. One member secretly decides that he or she is some famous person; the rest of the group has to find out whom, within twenty yes or no questions. The person who is “it” rotates around the group and points are scored.

### 2. Role-play and simulations

The role-play minimally involves giving a role to one or more members of a group and assigning an objective or a purpose that participants must accomplish. Simulations usually involve a more complex structure and often a larger group (of 6 to 20) where the entire group is working through an imaginary situation as a sociable unit, the object of which is to solve some specific problems. So the teacher should choose the appropriate situation that common for all of students.

### 3. Drama

The drama is more formalized than the role-play or simulation with a pre-planned story line and script. The drama can give more positive effects on language learning, but drama is time consuming and rarely can form part of a typical school curriculum.

### 4. Project

For learners of all ages but perhaps especially for young learners who can greatly benefit from hands on approaches to language, certain projects can be rewarding indeed. Students as learners get absorbed in purposeful projects; both receptive and productive language is used meaningfully.

## 5. Interview

Interviews are useful at all levels of proficiency. At the lower levels, interviews can be very structured, both in terms of the information that is sought and the grammatical difficulty and variety. At the higher levels, interviews can probe more complex facts, opinions, ideas, and feelings.

## 6. Brainstorming

Brainstorming is a technique whose purpose is to initiate some sort of the thinking process. It gets students' creative juices flowing without necessarily focusing on specific problems or decisions or values. Brainstorming is often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write a topic.

## 7. Information gap

Information gap activities include a tremendous variety of techniques in which the objective is to convey or to request information. The two focal characteristic of information gap techniques are their primary attention to information and not to language forms and the necessity of communicative interaction in order to reach the objective. The information that students must seek can range from very simple to the complex one.

## 8. Jigsaw

Jigsaw techniques are a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective.

#### 9. Problem solving and decision making

Problem solving group techniques focus on the group's solution to a specific problem. The students might participate jigsaw characteristics and the problem itself might be relatively simple (such as giving a map), moderately complex (such as dealing with a moral dilemma). Decision making techniques are simply one kind of problem solving where the ultimate goal is for students to make a decision.

#### 10. Opinion change

An opinion is usually a belief or feeling that might not be founded on empirical data or that others could plausibly take issue with. Opinions are difficult to students to deal with at the beginning levels of proficiency, but by the intermediate level, certain techniques can effectively include the exchange of various opinions. Sometimes opinions are appropriate; sometimes they are not, especially when the objective of a task is to deal more with "facts".

From the statements above it can be seen that the appropriate technique can make the activities challenging or less challenging for the members of each group. Not only it make the lesson attract the students, but also make students enjoy to join the speaking class activities.

### **B. Relevant Research Studies**

There are some previous research studies done by some researchers which show that the use of group work in the context of English teaching and learning

process, especially to teaching speaking, can improve students' speaking skills. First, the study conducted by Pratiwi (2010), the result of this study shows that the implementation of group work activities in the English teaching and learning process was believed to be effective to improve the classroom interaction. Group work activities promote students' responsibility, autonomy, encourage students' skills of cooperation and negotiation, and build students' participation. The implementation of group work also gives positive effects on improving classroom interaction and the contribution during the teaching and learning process.

Second, a study conducted by Davis (1999), the research shows that students who work in groups develop an increased ability to solve problems and evidence greater understanding of the material. Perhaps beginning with modest collaborative assignment and supplementing class work with additional readings will resolve some of the conflicts between coverage and depth. Students, with the proper help, can be guided toward greater autonomy and take on a greater responsibility for their own education if instructors provide them with useful, engaging, and relevant tasks to accomplish with their peers.

Third, a study conducted by TLRP (Teaching and Learning Research Programme) team (2005). In line with programme aims, SPRinG (Social Pedagogic Research into Group work) teachers were more likely to monitor interactions between pupils and more likely to engaged in the direct teaching. Pupils in SPRinG classes were engaged in more autonomous learning in groups. Results on pupil attitudes and motivation to group work were less clear-cut. There



was a suggestion that involvement in SPRinG seemed to arrest deterioration in attitudes to group work and school subjects.

Those research studies show that group work can be useful in the classroom. Based on the importance of group work in the English teaching and learning process, the researcher believes that the use of group work can improve the students' speaking skills on the eighth grade students of SMP Negeri 2 Wates.

### **C. Conceptual Framework**

In this global era, English plays an important role in written and oral communication. Since communication is a process of understanding and expressing information, ideas and feelings, the ability to understand and express ones' ideas will be the main consideration in communication in order to get the knowledge. That is why the English subject aims at developing the students' skills to be able to communicate in English correctly. The aim of teaching and learning English in junior high schools is developing students' communication competence in the form of written and oral communication to achieve the functional level.

In the teaching learning process of speaking, a number of factors are worth considering. As stated earlier, there are some problems dealing with students' speaking skills. The problems are possibly caused by some factors from the students, the technique which is used by the teacher and the media in teaching and learning process. To overcome this problems, a strategic action is needed.

Group work is a group of students who work together involve collaboration to achieve the learning objectives, to do same thing and also have one aim. Students who work in collaborative groups also appear more satisfied with their classes.

The advantages of using group work are to develop co-operation and planning skills, opportunities for leadership and shared leadership, increased active participation and involvement in the course, improved student performance, opportunities for students to work on large and/or complex projects, and the promotion of student autonomy by transferring some of the responsibility for teaching and learning to students.

Group work activities help to solve the problem of classes that are too large to offer many opportunities to speak. By the use of group work, the security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection. A further affective benefit of group work is an increase in students' motivation.

The appropriate use of group work activities, careful planning, support and monitoring reduce the students' problems. Providing an opportunity for students to discuss or reflect before preparing an individual assignment and assisting students to learn the skills associated with effective group work activities (communication, planning, and negotiation) will enable students to produce a high quality product.

#### **D. Hypothesis**

Based on the literature review and the conceptual framework, the hypothesis of this study is formulated as follows. There is a significant difference in English speaking achievement between the students of SMP Negeri 2 Wates who are taught by using group work activities and those who are not.

### **CHAPTER III**

#### **RESEARCH METHOD**

The previous chapter has discussed the literature review, the relevant research studies and the conceptual framework of the research. This chapter discusses the research method.

##### **A. Research Type**

This research was an experimental research study. This research belongs to quantitative research and used the quasi experiment method. There were one group as an experimental group and the other as the control group. Wiersma and Jurs (2009: 165) state that a quasi-experimental research uses the intact groups as the research subjects. Two intact groups that had been chosen were given a different treatment. The experimental group was given a special treatment and the control group was not (Bell, 1999:15). In this study, the treatment given for the experimental group is applying group work activities in the teaching-learning process.

##### **1. The Subjects of the Study**

The subjects of the study were the eighth grade students of SMP N 2 Wates in the academic year of 2012/2013. There were four classes of grade VIII. The English teacher recommended the VIII C and VIII D classes as the research sample because they had the same characteristics. The researcher chose two classes as the sample of the research; one as the experimental group and the other one as the control group by using the random sampling technique. First, the

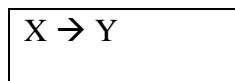
researcher wrote each of classes' names on a separate piece of paper. Then, the researcher selected one slip as the experimental group and another slip as the control group. The result was that VIIID class as the experimental group consist of 32 students and VIIIC class as the control group consist of 32 students too. The table below showed the distribution of the sample.

**Table 2. The Distribution of Sample**

No	Group	Quantity
1.	VIIIC (Control Group)	32 students
2.	VIIID (Experimental Group)	32 students
TOTAL		64 students

## 2. The Variables of the Study

There were two variables involved in this study, namely independent and dependent variable. In this case, the independent variable of this study was group work activities (X) and the dependent variable of this study was the students' achievement (Y). Those two were variables showed the interplay relationship among them. A change variable X is followed by a change in variable Y, the relationship between these two variables could be described in figure 2.



**Figure 2. The Diagram of Relationship between variables.**

X = Independent variable (group work activities)

Y = Dependent Variable (Students' achievement)

### 3. Time and Place of this Study

This study was conducted in SMP Negeri 2 wates which was located in Bendungan, Wates, Kulon Progo. The realization of this study was started on 1<sup>st</sup> until 19<sup>th</sup> September 2012.

### 4. Research Design

In this research, the experiment design used the *pretest-posttest control group design*. The research design of this research study was presented as follows:

**Table 3: Pre-test Post-test Control Group Design**

Experimental group	Pretest	Treatment	Post Test
Control Group	Pretest	-	Post Test

Related the design above, it could be derived some information. The pretest and the posttest were conducted in both the experimental and control groups. The pretest was conducted before giving the treatment, the use of group work on the teaching of the speaking skill. The treatment only was implemented in the experimental group. The posttest was conducted in the end of the research procedures. The posttest's result determined the significance of group work on the teaching of the speaking skill.

### 5. Data Collecting Method

In this study, the data were collected using a test. The detail of the data collection procedure could be explained as follows.

a. The pre- test

The pre-test was administered at the beginning of the study before the students were given a treatment. The test was given to the control and the experimental classes, namely VIIC and VIID classes.

b. The treatment

The treatment was given almost three times a week. In every meeting, each class was taught 80 minutes. The treatment given to the control and the experimental class was different. A special treatment was given to the students of VIID as the experimental class. They were treated using group work. On the contrary, there was no special treatment for the students of VIIC as the control class. They were treated without using group work.

c. The post-test

The post-test was administered after the treatment has done. The students from both the control and the experimental classes were given the same test. Then, the result of the post-test should be compared with the result of the pre-test to find out the information in this study as stated in the objective of this study.

## **6. The Research Instruments**

In constructing research instruments, the researcher used the standard of competency and the basic competency of the English lesson in the speaking skill for the eighth grade students in semester one of Junior High School. The standard of competency was expressing meaning in short functional texts and simple short

essays for interaction in the form of descriptive and recount. The basic competency was expressing meanings and rhetoric stages in simple short essays accurately, fluently, and acceptably for interaction in the form of: descriptive and recount.

This research used a test of the speaking skill in the form of simple the monologue text to be used for the pretest and the posttest. The result was used to describe the significance and differences of achievement of learners taught by using group work. There are two tests; a pre-test (before the treatment) and a post-test (after the treatment), were used to find the scores of students' speaking performance of both experimental and control groups. Before the researcher implementing the instruments to the sample of the research, the validity and reliability of the instruments of pre and post test should be calculated.

The researcher designed the same instruments for the pre-test and the post-test. Both tests were developed based on the materials of students' speaking skills, which refer to the Standard of Competence and Basic Competencies of the School Based Curriculum of Junior High School of the eighth grade of the first semester of the English subject.

In this study, the try-out conducted before the instrument was used to collect the data. It was used to find out the validity and reliability of the instrument. The try-out was done in 5 days before the realization of the study which given in VIID.

### **a. Validity**

A valid instrument was an instrument which was able to test what should be tested. It refers to the degree to which scientific explanations of phenomena match the reality. It could be explain the data from the variables which were accurately researched. There were two kinds of validity applied in this research, they were content validity and construct validity.

#### **1) Content Validity**

The content validity assessed whether the instrument items were related or not to the material taught. The instruments of this research were developed based on the syllabus and the Standard of Competence and Basic Competence of SMP in the grade eight. The test that was used as the pretest and the posttest was made based on the material taught. As stated by Tuckman (1988: 176), a test was an attempt to determine the ability of an individual in actual situation, but rather than placing individual based on test result. A test is used to determine performance in the total set of situations. As a result, the test that is representative of what students get in the learning process should consider the content validity.

### **b. Reliability**

In this study, the researcher employed inter rater reliability, it involved observation made of two individuals, i.e. the researcher herself as the first rater and the teacher of the English teacher as the second one. The behavior observed was the one of the students of class B of SMP Negeeri 2 Wates. The raters recorded their scores are similar or different.



In determining the inter rater reliability of the instrument the researcher employed a Pearson Correlation Formula. However the researcher did not manually calculate it herself. She used SPSS version 13 Computer Program for helping her in the data processing.

## **7. Data Analysis**

### **a. Descriptive analysis**

Descriptive analysis employs the result of the mean and standard deviation score. Hatch and Farhady (1982: 39) indicate that the descriptive analysis is statistics used to summarize data. The data analysis is aim at describing the result of the mean and standard deviation score.

#### **1) Mean and Standard Deviation**

Hatch and Farhady (1982: 55) state that the mean is the commonly used measure because the mean takes all scores into account. The mean is same as average of score.

Hatch and Farhady (1982: 57) state that standard deviation is used to measure variability. The larger the standard deviation, the more variability from the central point in the distribution and the smaller the standard deviation, the closer the distribution is to the central point.

#### **2). Categorization**

The categorization of the scores of the students' speaking ability is based on the value of the reliability coefficient, which are then grouped into 5 categories.

## **b. Inferential Analysis**

The inferential statistics was focused to answer the question of the formulation of the problem, which was whether there is a significant difference in achievement between the students who were taught using group work and those who are not. The statistics used in this computation were the test of normality, the test of homogeneity, and the test of hypothesis.

### **1). Normality Test**

The normality test is used to know whether the data distribution is normal or not. Furthermore, the researcher uses *Komolgorov-Smirnov* formula. According to Siegel in Prameswari (2010: 47-48), one sample test *Komolgorov-Smirnov* is *goodness-of-fit*. This means that the point which is focused is the concord between the distribution of observed scores and the certain theoretical distribution.

### **2). Homogeneity Test**

According to Sugiyono (2005: 164), the homogeneity test is used to know whether sample taken has the same variance and does not show the significant differences among data.

### **3). Hypothesis testing**

In order to test the hypothesis, the analysis of covariance (ANACOVA) test is used to know influence of using group work on speaking class. Gall and Borg (2003:309) stated that ANACOVA is used to control the initial differences between groups before a comparison of the within groups variance and between variance is made. The researcher puts the consideration of another variable that

might have an influence on this research. The other variable used in this research on the one that is called the covariate is the pre-test scores of the students. The pre-test scores are considered to reflect the students' speaking ability before the treatment. The covariate is used to control the effect on the speaking skill. This test was done by using the SPSS version 13.00 for Windows computation program.

- 1).  $H_0: \mu_1 = \mu_2$  : There is no significant difference in the speaking skill between students taught using group work activities and those taught without group work activities.
- 2).  $H_a : \mu_1 \neq \mu_2$  : There is a significant difference in the speaking skill between students taught using group work activities and those taught without group work activities.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This study was a quasi experimental study. It is aimed at seeing the data description of the students' speaking skill in the experimental class that was taught by using group work activities and the students in the control class that were not.

There were an experimental class and a control class in this study. Moreover, the pre-test and the post-test were given to both experimental and control classes. In the experimental class, the pre-test was conducted before the treatment, whereas the post-test was done after the treatment. On the other hand, in the control class the similar test was conducted; yet, there was no treatment applied.

In this chapter, the researcher presents the result of the descriptive analysis, the inferential analysis, interpretation and discussion. The descriptive analysis describes the result of the test. The inferential analysis answers the question of the formulation of the problem; the interpretation interprets the data findings and discussion describes the result of the hypothesis testing. To process the data, the researcher used *SPSS 13 for Windows* computer program.

#### **A. Descriptive Analysis**

The descriptive analysis describes the result of the tests. Both the pre-test and the post-test are used in this study. In this study, the researcher used the speaking task of descriptive texts. The sample of the students was 64 students, comprising 32 students of the experimental class and the rest 32 students of the control class.

## 1. Pre-Test

### a. The description of the Pre-Test

The Pre-Test was giving a certain situation to the students both on the control and the experimental classes, there was one situation given. Both of the groups had same ability in express their ideas; they had low motivation to speak, their grammar was still low, and they had limited vocabularies.

### b. The Description of the Pre-Test Scores on the Speaking skill of the Control Class

The data obtained from the pre-test given to the control class shows the minimum score is 55.5 and the maximum score is 75.0. Moreover, the mean is 68.27, and the standard deviation is 4.96. The results of the data analysis are presented in the table of the descriptive analysis shown below.

**Table 4. Descriptive Statistics of the Control Class in the Pre-Test**

	N	Min	Max	Mean	Std. Deviation
PRETEST CONTROL	32	55.5	75.0	68.266	4.9611
Valid N	32				

In addition, the pre-pest data of the control class are described on the score criteria. There are five categories to classify the scores such as *very good*, *good*, *fair*, *poor*, and *very poor* categories.

In reference to the pre-test score of the control class, the categorization of students' speaking skill is presented in the following table:

**Table 5. Categorization of the Control Class in the Pre-Test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	30	93.8	93.8	93.8
	Fair	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

This table shows that there are 30 respondents who are classified into the *good* category. Then, 2 respondents are classified into the *fair* category. Therefore, no respondent is categorized into poor and very poor categories.

This table also shows that the highest frequency is in the *good* category. The percentage the *good* category of the pre-test of the control class is 93.8 %. It means that the score of the pre-test on the speaking skill of the control class is categorized into the *good* category. So, it can be concluded that the students in the control class have *good* speaking skill.

#### **c. The Description of the Pre-Test Scores on the Speaking skill of the Experimental Class**

Furthermore, the data obtained from the pre-test given to the experimental class show that the minimum score is 54.5 and the maximum score is 75.0. The standard deviation is 6.14. The result of the data analysis is presented on the table below.

**Table 6. Descriptive Statistics of the Experimental Class in the Pre-Test**

	N	Min	Max	Mean	Std. Deviation
PRETEST EXP	32	54.5	75.0	66.563	6.1392
Valid N	32				

In reference to the pre-test score of experimental class, the categorization of students' speaking skill is presented on the table below:

**Table 7. Categorization of the Experimental Class in the Pre-Test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good	29	90.6	90.6	90.6
Fair	3	9.4	9.4	100.0
Total	32	100.0	100.0	

Table 7 displays that there are 29 respondents (90.6%) who are classified into the *good* category, 3 respondents (9.4%) are classified into the *fair* category. No respondent is classified into *very good*, *poor* and *very poor* categories.

In addition, Table 7 shows that the highest score (75.0) is in the *good* category. The mean value of the pre-test of the experimental class is 66.56. It means that the score of the pre-test of speaking skill of the experimental class is categorized into in the *good* category.

#### **d. Comparison between the Pre-test Scores on the Speaking Skill of the Control and Experimental Classes**

In this part, both pre-test scores are described based on the results of the test that were conducted by the researcher. Both scores are distinctive by nature. The comparison between the pre-test scores of the experimental class and the control class is presented in the following table.

**Table 8. Comparison Data of the Students' achievement Test Scores between the Experimental and Control Classes in the Pre-Test**

	N	Min	Max	Mean	Std. Deviation
PRETEST CON	32	55.5	75.0	68.266	4.9611
PRETEST EXP	32	54.5	75.0	66.563	6.1392
Valid N	32				

Table 8 shows that the mean on the experimental class is 66.56, while that in the control class is 68.27. It means that the mean of experimental class is lower than that of the control class; however the mean difference is not quite significant.

However, the mean of the pre-test of experimental class is lower than that of the control class, i.e.  $66.56 < 68.27$ , both classes are classified into the *good* category. It is showed in Table 8 that the highest frequency of the pre-test scores of the experimental class (75.0) and the highest score of the pre-test scores of the control class (75.0) are categorized into the *good* category. So, it can be concluded that the students' speaking skill of both classes are classified into the *good* level.

## **2. Post-Test**

### **a. The Description of the Post-Test**

In the post-test there were three situations given, the situations were written in a piece of paper then the students took it randomly. Both in the two groups the students were asked to perform in front of the class individually. It could be seen that the students of the experimental class have higher ability in speaking. It can be seen from the explanation that presented below.

### **b. The description of the Post-Test Scores on the Speaking skill of the Control class**

The data obtained from the pre-test given to the control class shows the minimum score is 63.5 and the maximum score is 81.0. Moreover, the mean is 70.94 and the standard deviation is 5.17. The results of the data analysis are presented in the table of the descriptive analysis shown below.



**Table 9. Descriptive Statistics of the Control Class in the Post-Test**

	N	Min	Max	Mean	Std. Deviation
POST CON	32	63.5	81.0	70.938	5.1740
Valid N	32				

Furthermore, the pre-pest data of the control class are described on the score criteria. There are five categories to classify the scores such as *very good*, *good*, *fair*, *poor*, and *very poor*.

In reference to the post-test score of the control class, the categorization of students' speaking skill is presented in the following table:

**Table 10. Categorization of the Control Class in the Post-Test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid    Very Good	6	18.8	18.8	18.8
Good	26	81.3	81.3	100.0
Total	32	100.0	100.0	

This table shows that there are 6 respondents who are classified into the *very good* category. Then, 26 respondents are classified into good category. Therefore, no respondent is categorized into *fair*, *poor* and *very poor* categories.

This table also shows that the highest scores are in *very good* category. The mean value of the post-test of the control class is 70.94. It means that the score of the post-test on speaking skill of control class is categorized into the *very good* category. So, it can be concluded that the students on the control class have *very good* speaking skill.

**c. The Description of the Post-Test Scores on the Speaking skill of the Experimental Class**

The data obtained from the post-test given to the experimental class show that the minimum score is 63.5 and the maximum score is 84.0. The mean is 75.06, and the standard deviation is 76.74. The result of the data analysis is presented on the table below.

**Table 11. Descriptive Statistics of the Experimental Class in the Post-Test**

	N	Min	Max	Mean	Std. Deviation
POST EXP	32	63.5	84.0	75.063	6.7391
Valid N	32				

Furthermore, in reference to the post-test score of experimental class, the categorization of students' speaking skill is presented on the table below.

**Table 12. Categorization of the Experimental Class in the Post-Test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid    Very Good	18	56.3	56.3	56.3
Good	14	43.8	43.8	100.0
Total	32	100.0	100.0	

Table 12 displays that there are 18 respondents (56.3%) who are classified into the *very good* category, 14 respondents (43.8%) are classified into the *good* category. No respondent is classified *into fair, poor* and *very poor* categories.

In addition, Table 12 shows that the highest frequency (56.3%) is in the *very good* category. The mean value of the pre-test of the experimental class is 84.0. It means that the score of the pre-test of speaking skill of the experimental class is categorized into in the *very good* category.

**d. Comparison between the post-test scores on speaking skill of the control and the experimental classes.**

The result of the students' post test scores in both classes are described in this part. The comparison between the post-test scores of the control and experimental class are presented in the following table.

**Table 13. Comparison Data of the Students' achievement Test Scores between the Experimental and Control Classes in the Pre-Test**

	N	Min	Max	Mean	Std. Deviation
POSTTEST CON	32	63.5	81.0	70.938	5.1740
POSTTEST EXP	32	63.5	84.0	75.063	6.7391
Valid N	32				

Table 13 shows that there was an increase of the mean scores of the experimental class and the control. It can be concluded that the increase of the mean on the experimental class is higher than that of the control class.

The mean score of the experimental class is higher than that of the control class, i.e.  $75.06 > 70.94$ . Also, both of the classes are classified into the *very good* category. It is showed in the table that the highest scores of the post-test score of the experimental class, which is of the 18 respondents are categorized into the *very good* category. Also, based on Table 13 the highest scores of the post-test score in the control class, which is of 6 respondents are categorized into a *very good* category. So, it can be concluded that the students' speaking skill of both classes is in *very good* category.

## B. Inferential Analysis

### 1. Pre-Testing analysis

Pre-testing should be done before the researcher make a hypothesis. It consists of two parts: the normality test and the homogeneity test. The normality test was used to examine whether the data scores show the normal distribution. Furthermore, the homogeneity test was used to see whether the samples' variance is homogeneous or not. The results are presented as follows.

#### a. Normality test

The test of normality is aimed at finding out whether the data of the scores shows the normal distribution. To the test normality, the researcher employed Kolmogorov-smirnov. Theoretically, in the pre-testing analysis, if the value of  $p$  or *Asymp. Sig.2-tailed* is greater than  $\alpha$  (0.05), the data have a normal distribution (imam Ghozali, 2009:151). However, if it is lower than 0.05 the data are not in a normal distribution. The following table presents the result of the normality test of students' speaking ability.

**Table 14. The Result of the Normality Test of students speaking ability**

	Pre-test of control class	Post-test of control class	Pre-test of experimental	Post-test of experimental
N	32	32	32	32
Normal Parameters <sup>a, b</sup>				
Mean	68.266	70.938	66.563	75.063
Std.Deviation	4.9611	5.1740	6.1392	6.7391
Most Extreme Absolute	.142	.117	.125	.144
Differences Positive	.087	.117	.120	.134
Negative	-.142	-.075	-.125	-.144
Kolmogorov-Smirnov Z	.804	.662	.705	.817
Asymp.Sig (2-tailed)	.53732	.774	.703	.517

a. Test scores distribution is normal

b. Calculated from data

Table 14 shows that the values of  $p$  or *Asymp. Sig. (2-tailed)* of the pre-test of both experimental and control classes are greater than 0.05, i.e.  $0.54 > 0.05$  and  $0.77 > 0.05$ . The values of  $p$  of the post-test of the experimental and control classes are also greater than 0.05, i.e.  $0.70 > 0.05$  and  $0.51 > 0.05$ . It means that the data of the pre-test of both classes are in the normal distribution.

### b. Homogeneity Test

The homogeneity test is used to examine whether the sample variance was homogenous or not. In this case, the researcher used this test to examine the homogeneity of the pre-test and post-test data of both classes. In the pre-testing analysis, if  $F_{\text{observed}} \leq F_{\text{table}}$  or the value of  $p$  is greater than 0.05, the sample is homogenous. The result of the homogeneity test of the post-test of the control and the experimental class is presented in the following table.

**Table 15. The Result of the Homogeneity Test of students speaking ability**

Dependent variable : Post test

F	Df1	Df2	Sig.
1.577	1	62	.214

Tests the null hypothesis that the error variance  
The dependent variable is equal across groups.

a. Design : Intercept+Pre+group

Table 15 shows that the significant values of variance of the homogeneity test is 0.214 which is greater than  $\alpha = 5\%$ . This means that the sample variance of the speaking skill test in both classes is homogenous.

## 2. Hypothesis testing

The hypothesis testing is aimed at revealing whether there is a significant difference on the speaking skill between the students taught by using group work activities and those who are not taught without using group work activities. First,

the hypothesis must be changed into the null hypothesis ( $H_0$ ) before the hypothesis is rejected or accepted. Absolutely, the null hypothesis is “There is no significant difference on students’ speaking skill between students taught using group work activities and students taught without using group work activities”.

In this study, the researcher used SPSS 13 computer program to analyze the data. The ANACOVA test was employed to test the hypothesis because the scores of both the pre-test and the post-test and the mean score of both classes are different. Theoretically, in the hypothesis testing, the hypothesis is accepted if the significant of value is lower than 0.05. The result of the ANACOVA is presented in the following table.

**Table 16. The Result of the Hypothesis testing of students speaking ability**

Tests of Between-Subjects Effects					
Dependent Variable: POST TEST					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1587.246 <sup>a</sup>	2	793.623	52.464	.000
Intercept	127.430	1	127.430	8.424	.005
Pre	1314.996	1	1314.996	86.930	.000
Group	477.869	1	477.869	31.590	.000
Error	922.754	61	15.127		
Total	34356.000	64			
Corrected Total	2510.000	63			

a. R Squared = .632 (Adjusted R Squared = .620)

From the table above it can be seen that the null hypothesis is rejected properly. In this case, the pre-test is used as covariate which means that the result of the post-test is influenced by the pre-test result.

It means that the use of group work activities shows a significant difference on the students’ speaking skill seen from the result of the post-test after

controlling students' pre-test scores. In addition, it can be said that the use of group work activities has a significant influence on the students' speaking skill.

### **C. Interpretation**

In this part, the researcher presents the interpretation of the findings. Some results are found and examined by the researcher. Based on the analysis, it is found that there is a significant difference on students' speaking skill between those who are taught by using group work activities and those who are not.

Before the treatment was given, both classes were given the pre-test which consisted of one task. It was conducted to know whether there was no significant difference on students' speaking skill between the control and experimental classes or not. Furthermore, the ANACOVA result shows that the students of the control class have the same ability with the students of the experimental class in speaking. Besides, the researcher also observed the students' speaking learning process of both classes while doing the pre-test. The students of the two classes had the same difficulties in speaking; they experienced difficulty in expressing ideas, had limitation of vocabularies, and had limited knowledge about grammar. Also, the researcher interviewed the teacher to get information whether the teacher of those classes used the same media, materials, methods, and the techniques in teaching speaking in the control class and the experimental class or not. It means that the students of those classes have the same ability on their speaking skill, as well as the same learning experiences.

After the treatment was given to the experimental class, the post-test was conducted in both classes. It was aimed to know the improvement of those

classes, especially for the experimental class which was taught using the group work activities. The improvement of the speaking skill could be seen from the mean scores of the post-test of the experimental and the control classes. In fact, both classes show the improvement on their speaking skill with difference in the gain scores of pre-test to post-test it can show from F or sign. score =  $0.000 < \alpha = 0.05$ , it means that there is a significance differences on students' achievement between control and experimental classes.

The sample variances are homogeneous and the data in a normal distribution. This is proven through for distribution of normality with the probabilities that are greater than 0.05. The homogeneity of the variance is then performed. The analysis of the homogeneity of variance shows that the population is drawn from a homogeneous variance with the probability which is greater than 0.05.

The more improvement of the experimental group is due to the different treatment. The treatment is the use of group work activities in teaching speaking in the experimental class. It is proved that the teaching and learning process of speaking in those classes has the same objectives of the study, method, materials, and the teacher. Also both classes use descriptive text as their materials. In addition, the learning activities in both classes consist of four phases; they are Building Knowledge of the Field, Modeling of Text, Joint Construction of the text, and Independent Construction of the Text.

On the phase of the Modeling of Text, the use of group work was applied in the experimental class. The students learn how to work cooperatively on



speaking describing orally. Almost all tasks should be done in groups. The use of group work activities were also applied on the Joint Construction of the Text phase. Students were asked to express what the picture described about in groups. In addition, on the Independent Construction of the text phase, the students were given a certain situation and express their ideas on their own group orally.

There was no grouping applied in the Building Knowledge of the Text, Modeling of the Text, and Independent Construction of the Text in the control class. Finally, on Independent Construction of the Text, the students were asked to express their ideas individually based on the situation with guided instructions.

The atmosphere of the teaching and learning process in the experimental class was pleasant. The students in the class were motivated, active, and enthusiastic in engaging their learning and speaking process. Besides, the students looked so bored and uninspired in control class. This ultimately reduced attention and concentration of the students in the learning and speaking process.

Based on the explanations that have been presented above, it is clear that there is a difference between two classes. The enthusiasm shown in the experimental class is not shown in the control class. In the experimental class, students were more relaxed and enthusiastic in expressing their ideas. The classroom atmosphere was more fun so that they easily capture the materials provided.

So, it can be concluded that the use of group work activities contribute positively to the teaching and learning speaking process. It is also shown that there is a significant difference in the mean scores of the post-test in the

experimental class and the control class. The mean score of the post-test of the experimental class is higher than the mean score of the post-test in the control class, i.e.  $84.0 > 81.0$ . So, the the experimental class learning achievement is higher than that of the control class.

Furthermore, the result of the ANACOVA shows that the value of the significance is lower than 0.05. It means that there was a significant difference in the post-test scores between classes after the experimental class was given a treatment. It shows clearly that the use of group work activities give a significant difference on students' speaking skill. In fact, the use of group work activities also gives a positive atmosphere in improving students' speaking skill. So, the hypothesis that has stated in this study is accepted, whereas the null hypothesis is rejected.

#### **D. Discussion**

Speaking skills include abilities in which learners should develop and have in using language to communicate ideas, knowledge and information in ones' mind to others and to respond the others' ideas in the interaction process based on the certain context in which the language is used. The teacher has to provide students with the technique which is able to motivate them to develop their speaking skills, so that they can communicate intelligibly, reasonably, and accurately in everyday life. In this case, group work activities enable students to learn the real use of the language in their daily life will be a good way.

Through speaking practices using group work activities, the students' speaking skill in the class VIII D of SMPN 2 Wates can be improved. Another

improvement that can be seen from the experimental class was the students were motivated on their speaking process. As a result, the students could learn without any pressure and the engaged in the learning speaking process.

These facts were different with the students in the control class taught without using group work activities, but the materials, teacher, and media were same to that of the experimental class. The students tended to spend much time in exploring their ideas orally. They were lack of enthusiasm and motivation on engaging in their speaking process, because the students had limited vocabularies and confidence that they had to find out by themselves to produce the descriptive text.

From the explanation above, it can be concluded that the use of group work activities is more effective than students work individually to be employed in teaching and learning speaking for students of senior high school. Furthermore, this is showed by the categorization of the pre-test scores of both experimental and control class before the treatment is given (see Table 6 and 4), which is classified into the *good* category. Also, the mean score of the control class is higher than the experimental class. Furthermore, from the post-test score in Table 9, it can be seen that the control class are still classified into the *good* category, but those of the experimental class are classified into the *very good* category (see Table 10). Also the mean score of the post-test of the experimental class is higher than that in the control class. (See Table 13). It means that the use of group work activities as the treatment can significantly improve the students' speaking skill.

Moreover, the result of ANACOVA shows that the significance of value is lower than the significance of the study. It means that there is a significant difference on the students' speaking skill between students who are taught using group work activities and those who are taught without using group work activities. Finally, the hypothesis "there is a significant difference on the students' speaking skill between students who are taught using group work activities and those who are taught without using group work activities" is accepted.

Apart from this study finding, the aims of the teaching speaking is stated in the teaching syllabus of the eighth grade students of SMP N 2 Wates, both in experimental class and control class can be obtained. The aims are in line with those stated in 2006 curriculum which states that on the functional level, students are able to create some monologues short functional texts and essays in the form of descriptive text. It is proved hen students of those classes could express or could produce descriptive text orderly, grammatically and correctly.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This last chapter presents the conclusion drawn from the research. It also presents the suggestions for the teachers, the students, and the future researchers as well. This chapter is divided into three parts: conclusions, implications, and suggestions.

#### **A. Conclusions**

As stated in the formulation of the problems in the previous chapter, this study aims at to finding whether there is a significant difference on speaking skill between students who are taught by using group work activities and those are taught without using group work activities.

Based on the research findings and the discussion on the previous chapter, the research proposes some conclusions as follows.

1. The students who are taught using group work activities have very good speaking skills. The mean score of the posttest of the experimental class after the treatment is given is 56.3 % or 18 students.
2. The students who are not taught using group work activities have very good speaking skills. The mean score of the posttest of the control class after the treatment is given is 18.8 % or 6 students.
3. There is a significance difference in the speaking skill between students who are taught using group work activities and those taught without using group work

activities, the significant value of 0.000 was less than the significance level of 0.05 ( $F = 31.590$ ).

4. On this case, group work activities which have big influence to the students' speaking ability are interview because when they have an interview activities they are more interesting in doing the task related to the text, and they just need less time to do the task, it means that interview is a best of group work activity to improve students' speaking skill.

## **B. Implications**

The implications are drawn from the research finding. The research came with a finding that there is a significant difference on the students' speaking achievement between the students who are taught by using group work activities and those who are not taught without using group work activities. Moreover, this research implies that the use of group work activities is needed in the teaching speaking.

Considering the conclusions drawn above, it implies that the use of group work activities is capable to promote the improvement of students' speaking skill in which it can be seen from the progress of the students' speaking scores after given a treatment using group work activities. It is expected that the teachers are highly recommended to utilize group work activities on teaching of speaking skill in order to improve the students' speaking skill.

Students are motivated and relaxed in learning speaking process when they are taught using group work activities. Therefore, it implies that the use of group work

activities can keep the students' interest and help them to explore and share their ideas into the oral form so that the students are able to produce descriptive text orally.

Through the use of group work activities, the teachers can emphasize a communicative aspect in teaching and learning process of speaking. It is proposed to help the students accomplish the material concepts well by themselves so that the teacher learning-centered can be avoided.

In summary, the use of group work activities during the research can improve the students' achievement in their speaking skill. Therefore, the application of using group work activities need to applied continuously in teaching speaking. It is because of the using of group work activities can be effective classroom management to help the students practice speaking and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

### **C. Suggestions.**

With regard to the conclusions above, the researcher proposes the following suggestions.

#### **1. For Teachers**

The researcher suggests that all teachers use the appropriate technique in the teaching speaking. The research also suggests that the teacher employ group work because the technique may give positive stimulus to the students so that they can explore and express their ideas grammatically, accurately and orderly.

2. For Students

Through the use of group work in the teaching speaking, it is expected that the students are able to express ideas in grammatically, accurately, and orderly. In addition, it is also expected that they will be highly motivated to engage in speaking learning process. At last using group work is expected to help students to improve their speaking ability.

3. The principal of junior high school

The principal of junior high school can refer to the research as one of the input in making decision or a policy for the sake of the students' and school improvement.

4. For Researchers

It is expected that researchers can develop this study with consideration of the different cultures and linguistic content; grouping students may prescribe to help the students in their speaking skill.



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# *Appendices*

## **APPENDICES**

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**APPENDIX A**

**RESEARCH**

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## **CONTROL CLASS**

### **Instruction:**

Tell your classmates about your favorite food and describe it.

## **EXPERIMENTAL CLASS**

### **Instruction:**

Tell your classmates about your favorite food and describe it.

**POST-TEST**

## **CONTROL CLASS**

### **Instruction:**

Tell your classmates about your favorite idol and describe it.

Tell your classmates about your favorite place and describe it.

Tell your classmates about your favorite pet and describe it.

## **EXPERIMENTAL CLASS**

### **Instruction:**

Tell your classmates about your favorite idol and describe it.

Tell your classmates about your favorite place and describe it.

Tell your classmates about your favorite pet and describe it.


# **APPENDIX B**

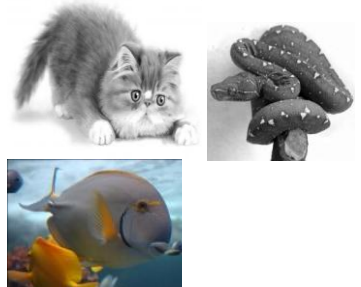
## **COURSE GRID**

# CONTROL CLASS

COURSE GRID  
(CONTROL CLASS)


Name of the School	: SMP N 2Wates
Subject	: English
Class/ Semester	: 8/1
Skill	: Speaking
Standard of Competence	: <b>4.</b> Expressing meaning of short functional texts and monologues in the form of descriptive text to interact with the environment around them or in a daily life context.
Basic of competence	: <b>4.2.</b> Expressing meaning of simple short essays using spoken language accurately, fluently, and intelligibly to interact in daily life context in the form of descriptive text.


Meeting	Indicators	Topic	Language function	input	Materials	Tasks	Source
1 <sup>st</sup> and 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Identifying vocabulary related to <i>descriptive</i> text.</li> <li>Identifying information in the <i>descriptive</i> text about</li> </ul>	Things and Animals	Expressions: <ul style="list-style-type: none"> <li>Sentences using modal :               <ul style="list-style-type: none"> <li>It <i>can</i> run</li> <li>It <i>could</i> be wore to school</li> </ul> </li> <li>Sentences using adjective :               <ul style="list-style-type: none"> <li>It is <i>big</i></li> <li>it is <i>funny</i></li> <li>They are <i>tall</i></li> </ul> </li> </ul>	1. Short monologue of "Descriptive" text . 2. Pictures related to the text. 3. Vocabularies related to theme/ text	TASK 1 	<i>Describe the things and animals on the picture you see on the board, and share it with your</i>	Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School</i>











	<p>things and animals.</p> <ul style="list-style-type: none"> <li>Identifying language features in the <i>descriptive</i> text.</li> <li>Expressing the descriptive text orally, accurately, and intelligibly.</li> </ul>		- They are <i>smart</i>	type.	 <p><b>TASK II</b>  <b>Things in My Bag</b>  My name is Putri. I am a student of Grade VIII. I have a new red bag. Today I bring some things in it. I bring my purse. It is a white purse. There is a plastic pencil case. It is a pink pencil case. There are also a hat, four note books, and four text books. I bring my hat because there will be a flag ceremony. Math, English, Biology and History are the lessons for today.</p>	<p><i>friends.</i></p> <p><i>Please read to the text and answer the questions and share it with your pairs.</i></p> <ol style="list-style-type: none"> <li>Who is Putri?</li> <li>What color is her new bag?</li> <li>What items has she got in her bag?</li> <li>What is her pencil case like?</li> </ol>	<p><i>Stdents Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</i></p>
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					<p><b>TASK III</b></p> <p><b>My lovely puppies</b></p> <p>My dog, Betsy, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.</p>	<p>5. How many lessons will she have today?</p> <p><i>Listen to the text which is read by the teacher and write your prediction about what the animals look like.</i></p>	
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						<p><i>Please describe things I have in my bags. Share it in front of the class.</i></p> <p><i>Describe the animals you have or animals you like.</i></p>	
3 <sup>rd</sup> and 4 <sup>th</sup>	<p><b>Indicator</b></p> <ul style="list-style-type: none"> <li>Identifying vocabulary related to <i>descriptive</i> text.</li> <li>Identifying information in the <i>descriptive</i> text about gorgeous</li> </ul>	Gorgeous Idol	<p>Expressions:</p> <ul style="list-style-type: none"> <li>Sentences using modal : <ul style="list-style-type: none"> <li>It <i>can</i> be an actress</li> <li>It <i>could</i> be a singer</li> </ul> </li> <li>Sentences using adjective : <ul style="list-style-type: none"> <li>She is beautiful</li> <li>He is tall</li> <li>She is slim</li> </ul> </li> <li>Sentences using have or has: <ul style="list-style-type: none"> <li>she has dark skin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Short monologue of "Descriptive" text .</li> <li>Picture related to the text.</li> <li>Vocabularies related to theme/ text type.</li> </ul>	<p>TASK I</p> 	<p><i>Look at the picture! What do they look like, and then describe it in front of the class.</i></p>	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School Stdents Grade VIII</i>. Jakarta :</p>

	<p>idol.</p> <ul style="list-style-type: none"> <li>Identifying language features in the <i>descriptive</i> text.</li> <li>Expressing the descriptive text orally, accurately, and intelligibly.</li> </ul>		<p>- she has long hair</p>			<p><i>Please discuss the following picture with your partner and answer to the questions.</i></p> <ol style="list-style-type: none"> <li>Who is she?</li> <li>How did Sherina look on TV?</li> <li>How was her hair like?</li> <li>What did she wear?</li> <li>Is she good in singing or acting?</li> </ol> <p><i>Describe about the man you see on the</i></p>	<p>Pusat Perbukuan, Departemen Pendidikan Nasional.</p>
					<p><b>TASK III</b></p>		

					<div></div> <div><b>TASK IV</b></div> <table><tr><th>Things in his/her bag</th><th>Description</th></tr><tr><td><div> Rain</div></td><td><div><input type="checkbox"/> He has slanted eyes.</div><div><input type="checkbox"/> He has straight black hair.</div><div><input type="checkbox"/> Has an oval face.</div></td></tr><tr><td><div></div></td><td></td></tr><tr><td><div></div></td><td></td></tr></table>	Things in his/her bag	Description	<div> Rain</div>	<div><input type="checkbox"/> He has slanted eyes.</div> <div><input type="checkbox"/> He has straight black hair.</div> <div><input type="checkbox"/> Has an oval face.</div>	<div></div>		<div></div>		<p><i>board using the same description in the question of task 2.</i></p> <p><i>Describe the Idol you see on the table.</i></p> <p><i>Ask your classmates to describe the physical appearance of his/her idols. Then, write the result on the table.</i></p>	
Things in his/her bag	Description														
<div> Rain</div>	<div><input type="checkbox"/> He has slanted eyes.</div> <div><input type="checkbox"/> He has straight black hair.</div> <div><input type="checkbox"/> Has an oval face.</div>														
<div></div>															
<div></div>															

5 <sup>th</sup> and 6 <sup>th</sup> meeting	<b>Indicator</b> <ul style="list-style-type: none"> <li>Identifying vocabulary related to <i>descriptive</i> text.</li> <li>Identifying information in the <i>descriptive</i> text about Interesting Place.</li> <li>Identifying language features in the <i>descriptive</i> text.</li> <li>Expressing the descriptive text orally, accurately, and intelligibly.</li> </ul>	Interest -ing Place	<b>Expressions:</b> <ul style="list-style-type: none"> <li>Sentences using adjective : <ul style="list-style-type: none"> <li>It is amazing</li> <li>It is fresh</li> <li>it is big</li> </ul> </li> <li>Sentences using have or has: <ul style="list-style-type: none"> <li>It has a relief</li> <li>It has sand and water</li> <li>It has large park</li> </ul> </li> </ul>	1.Short monologue of "Descriptive" text. 2.Picture related to the text. 3.Vocabularies related to theme/ text type.	<p><b>TASK 1</b></p>  <p><b>TASK 2</b></p> <p><b>Bandengan Beach</b>  Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. the place is very beautiful and romantic. people around Jepara, Kudus, Demak knows this place.  This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then</p>	<p><i>Describe the pictures based on what you see on the board.</i></p> <p><i>Please listen to the text teacher read and then discuss in pairs about the description you have just heard.</i></p>	Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School Stdents Grade VIII</i> . Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.  - <a href="http://peperonty.com/go/sites/mview/descriptive/14825328">http://peperonty.com/go/sites/mview/descriptive/14825328</a>
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					<p>turn left when reached kuwasen village. You can take public transportation or by your own vehicle.</p> <p>The white sandy beach which has pure water is good for swimming. The beach is save enough for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.</p> <p>In this location, we can sit and relax on the shelter while enjoy the natural beach breezy wind. It also has large pandan tree field. It is suitable for youngster activities such as camping.</p> <p>If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to pulau panjang (panjang island). Some time we can find banana boat and jet ski for rent.</p> <p>In this place we can find many traditional footstalls. We can order traditional foods sold by the trader such as roasted fish,</p>		
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					<p>crab, boiled shell. Pindang srani is one of the delicious food enjoyed by the visitors. come to the bandengan beach and you will find a paradise on the tips of Muria peninsula.</p> <p><b>TASK 3</b></p> <table><tr><th>Interesting place</th><th>Description</th></tr><tr><td></td><td></td></tr></table>	Interesting place	Description			<p><i>Tell to the class about your best place you've ever visited. write it on the table</i></p>	
Interesting place	Description										

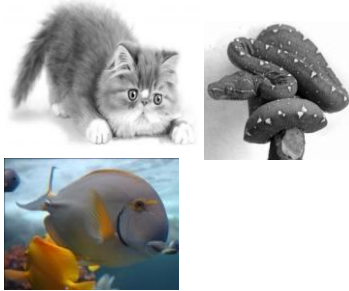
# **EXPERIMENTAL CLASS**

COURSE GRID  
(EXPERIMENTAL CLASS)


Name of the School	: SMP N 2Wates
Subject	: English
Class/ Semester	: 8/1
Skill	: Speaking
Standard of Competence	: <b>4.</b> Expressing meaning of short functional texts and monologues in the form of descriptive text to interact with the environment around them or in a daily life context.
Basic of competence	: <b>4.2.</b> Expressing meaning of simple short essays using spoken language accurately, fluently, and intelligibly to interact in daily life context in the form of descriptive text.


Meeting	Indicators	Topic	Language function	input	Materials	Tasks	Source
1 <sup>st</sup> and 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Identifying vocabulary related to <i>descriptive</i> text.</li> <li>Identifying information in the <i>descriptive</i> text about</li> </ul>	Things and Animals	Expressions: <ul style="list-style-type: none"> <li>Sentences using modal :               <ul style="list-style-type: none"> <li>It <i>can</i> run</li> <li>It <i>could</i> be wore to school</li> </ul> </li> <li>Sentences using adjective :               <ul style="list-style-type: none"> <li>It is <i>big</i></li> <li>it is <i>funny</i></li> <li>They are <i>tall</i></li> </ul> </li> </ul>	1. Short monologue of "Descriptive" text . 2. Vocabularies related to theme/ text type.	TASK 1 	<i>Describe the things and animals in the picture you have, and share it with your groups'</i>	Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School</i>













	<p>things and animals.</p> <ul style="list-style-type: none"> <li>Identifying language features in the <i>descriptive</i> text.</li> <li>Expressing the descriptive text orally, accurately, and intelligibly.</li> </ul>		<p>- They are <i>smart</i></p>	 <p><b>TASK II</b>  <b>Things in My Bag</b>  My name is Putri. I am a student of Grade VIII. I have a new red bag. Today I bring some things in it. I bring my purse. It is a white purse. There is a plastic pencil case. It is a pink pencil case. There are also a hat, four note books, and four text books. I bring my hat because there will be a flag ceremony. Math, English, Biology and History are the lessons for today.</p>	<p><i>friends.</i></p> <p><i>Please read to the text, answer the questions and share it with your group.</i></p> <ol style="list-style-type: none"> <li>Who is Putri?</li> <li>What color is her new bag?</li> <li>What items has she got in her bag?</li> <li>What is her pencil case like?</li> <li>How</li> </ol>	<p><i>Stdents Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</i></p>
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					<p><b>TASK III</b></p> <p><b>My lovely puppies</b></p> <p>My dog, Betsy, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.</p>	<p>many lessons will she have today?</p> <p><i>Listen to the text and try to predict what the animals look like.</i></p>	
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					<b>TASK 4</b>	<i>Please describe things I have in my bags. Share it with your own group. Describe the animals you have or animals you like on your own group.</i>	
3 <sup>rd</sup> and 4 <sup>th</sup>	<b>Indicator</b> <ul style="list-style-type: none"> <li>Identifying vocabulary related to <i>descriptive</i> text.</li> <li>Identifying information in the <i>descriptive</i> text about gorgeous</li> </ul>	Gorgeous Idol	Expressions: <ul style="list-style-type: none"> <li>Sentences using modal : <ul style="list-style-type: none"> <li>It <i>can</i> be an actress</li> <li>It <i>could</i> be a singer</li> </ul> </li> <li>Sentences using adjective : <ul style="list-style-type: none"> <li>She is beautiful</li> <li>He is tall</li> <li>She is slim</li> </ul> </li> <li>Sentences using have or has: <ul style="list-style-type: none"> <li>she has dark skin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Short monologue of "Descriptive" text .</li> <li>Vocabularies related to theme/ text type.</li> </ul>	<b>TASK I</b>  <b>TASK II</b>	<i>Look at the picture! What they look like, describe it in your own group.</i>  <i>Please discuss the following picture with your</i>	Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior ahigh School Stdents Grade VIII.</i> Jakarta :

	<p>idol.</p> <ul style="list-style-type: none"> <li>Identifying language features in the <i>descriptive</i> text.</li> <li>Expressing the descriptive text orally, accurately, and intelligibly.</li> </ul>		<p>- she has long hair</p>			<p><i>groups' friends and answer to the questions.</i></p> <ol style="list-style-type: none"> <li>Who is she?</li> <li>How did Sherina look on TV?</li> <li>How was her hair like?</li> <li>What did she wear?</li> <li>Is she good in singing or acting?</li> </ol> <p><i>Describe about the man you see on the board using the same description</i></p>	<p>Pusat Perbukuan, Departemen Pendidikan Nasional.</p>
					<p><b>TASK III</b></p>		

					<div></div> <div><b>TASK IV</b><table><tr><th>Things in his/her bag</th><th>Description</th></tr><tr><td><div> Rain</div></td><td><div><input type="checkbox"/> He has slanted eyes.</div><div><input type="checkbox"/> He has straight black hair.</div><div><input type="checkbox"/> Has an oval face.</div></td></tr><tr><td><div></div></td><td></td></tr><tr><td><div></div></td><td></td></tr></table></div>	Things in his/her bag	Description	<div> Rain</div>	<div><input type="checkbox"/> He has slanted eyes.</div> <div><input type="checkbox"/> He has straight black hair.</div> <div><input type="checkbox"/> Has an oval face.</div>	<div></div>		<div></div>		<p><i>in the question of task 2 in your own group.</i></p> <p><i>Describe the Idol you see in the table.</i></p> <p><i>Ask your groups' frinds to describe the physical appearance of his/her idols. Then, write the result on the table.</i></p>	
Things in his/her bag	Description														
<div> Rain</div>	<div><input type="checkbox"/> He has slanted eyes.</div> <div><input type="checkbox"/> He has straight black hair.</div> <div><input type="checkbox"/> Has an oval face.</div>														
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					<p>left when reached kuwasen village. You can take public transportation or by your own vehicle.</p> <p>The white sandy beach which has pure water is good for swimming. The beach is save enough for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.</p> <p>In this location, we can sit and relax on the shelter while enjoy the natural beach breezy wind.</p> <p>It also has large pandan tree field. It is suitable for youngster activities such as camping.</p> <p>If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to pulau panjang (panjang island). Some time we can find banana boat and jet ski for rent.</p> <p>In this place we can find many traditional footstalls. We can order traditional foods sold by the trader such as roasted fish,</p>		
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					<p>crab, boiled shell. Pindang srani is one of the delicious food enjoyed by the visitors. come to the bandengan beach and you will find a paradise on the tips of Muria peninsula.</p> <p><b>TASK 3</b></p> <table><tr><th>Interesting place</th><th>Description</th></tr><tr><td></td><td></td></tr></table>	Interesting place	Description			<p><i>Tell to the class about your best place you've ever visited. write it on the table</i></p>	
Interesting place	Description										



# **APPENDIX C**

## **LESSON PLANS**

# **CONTROL CLASS**

## LESSON PLAN

### (CONTROL CLASS)

School	: SMP Negeri 2 Wates
Grade/ Semester	: VIII/ 1
Subject	: English
Text Type	: Descriptive
Theme	: Things and Animals
Skill	: Speaking
Time Allocation	: 4 x 40 minutes (2 meeting)

#### A. Standard of Competence

4. Expressing meaning of short functional texts and monologues in the form of descriptive text to interact with the environment around them or in a daily life context.

#### B. Basic Competencies

4.2. Expressing meaning of simple short essays using spoken language accurately, fluently, and intelligibly to interact in daily life context in the form of *descriptive* text.

#### C. Indicator

- Identifying vocabulary related to *descriptive* text.
- Identifying information in the *descriptive* text about things and animals.
- Identifying language features in the *descriptive* text.
- Expressing the descriptive text orally, accurately, and intelligibly.

#### D. Objectives of the Study

After learning through several activities, the students are able to:

1. Find out the vocabulary of *descriptive* text.
2. Find out the information in the descriptive text.
3. Find out language features in the *descriptive* text.
4. Express the descriptive text orally, accurately, and intelligibly.

### E. Learning Material

1. Short monologue of "Descriptive" text .
2. Picture related to the theme.
3. Vocabularies related to theme/ text type.

Example:

- |            |           |
|------------|-----------|
| - A bucket | - A snake |
| - A chair  | - Has     |
| - A cat    | - Have    |

#### 4. Expressions:

- Sentences using modal :
  - It *can* run
  - It *could* be wore to school
- Sentences using adjective :
  - It is *big*
  - it is *funny*
  - They are *tall*
  - They are *smart*

### F. Teaching Method

Communicative Language Teaching

### G. Learning Activities

- **Opening and BKOF (Building Knowledge of the Field): 10 minutes**

Aspects	Sentences
<b>Opening</b>	T: Assalamu'alaikum. Good morning, class. How are you today? S: Good morning. I'm fine, thank you...and you? T: I'm very well, thank you.
<b>Praying</b>	Well...Before we start our lesson today, let's have a prayer, shall we? Amien...
<b>Checking attendance</b>	Is everybody here?
<b>Preparing Class</b>	T: Could you help me to clean the whiteboard, Mia?

<b>Situation</b>	<p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let start our lesson today.</p>
<b>Lead in</b>	<p>I hope you are ready for your English lesson today.</p> <p>Okay, today we are going to learn texts in form of descriptive text</p>

• **MOT (Modeling of Text): 20 minutes**

**TASK 1**

Teacher asks to the students to describe the picture of things and animals which are available in the board and then students have to share it individually and the teacher monitoring to the students.

*Describe the things and animals on the picture you see on the board, and share it with your friends.*



- **JCOT (Join Construction of Text): 50 minutes**

## **TASK 2**

Teacher asks to the students to discuss a descriptive text in pairs, and then all members must answer the question orally.

*Please read to the text and answer the questions and share it with your pairs.*

### **Things in My Bag**

My name is Putri. I am a student of Grade VIII. I have a new red bag. Today I bring some things in it. I bring my purse. It is a white purse. There is a plastic pencil case. It is a pink pencil case. There are also a hat, four note books, and four text books. I bring my hat because there will be a flag ceremony. Math, English, Biology and History are the lessons for today.

*(Scaffolding English for Junior high School Students Grade VIII)*

1. Who is Putri?
2. What color is her new bag?
3. What items has she got in her bag?
4. What is her pencil case like?
5. How many lessons will she have today?

## **TASK 3**

*Listen to the text which is read by the teacher and write your prediction about what the animals look like.*

### **My lovely puppies**

My dog, Betsy, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.

*(Scaffolding English for Junior high School Students Grade VIII)*

- **ICOT (Independent Construction of Text): 80 minutes**

#### **TASK 4**

Teacher asks to the students to see the bag which is available on the teacher's table, and then each of students must write it down.

*Please describe things I have in my bag. Share it in front of the class. Look at the example.*

<b>Things in her bag</b>	<b>Description</b>
<i>a book</i>	<i>It is a thick grey book.</i>
<i>a hat</i>	<i>It is a new white hat.</i>
<i>a wallet</i>	<i>It is an old black wallet.</i>

#### **TASK 5**

*Describe the animals you have or animals you like on the table.*

<b>Animal</b>	<b>Description</b>

- **Closing: 2 menit**

<b>Resuming</b>	So, what have we learnt today?
<b>Reflection</b>	How do you feel about our discussion today? Is it difficult?
<b>Praying</b>	Ok, before we end our lesson, let's say a prayer, shall we? Amien...
<b>Closing</b>	See you next meeting. Thank You.Wassalamu'alaikum...

#### **H. Sources**

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior ahigh School Stdents Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

## I. Assessment

- Technique : oral test

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1	Excellent	(15-20)	(15-20)	(15-20)	(15-20)	(15-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
<b>Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task</b>						

Wates, September 2012

Researcher,

Teacher,

(Okky Erlinda)  
NIM. 08202244006

(Sawiji Herini, S.Pd)  
NIP.



## LESSON PLAN

### (CONTROL CLASS)

School	: SMP Negeri 2 Wates
Grade/ Semester	: VIII/ 1
Subject	: English
Text Type	: Descriptive
Theme	: Gorgeous Idol
Skill	: Speaking
Time Allocation	: 4 x 40 minutes (2 meeting)

#### A. Standard of Competence

4. Expressing meaning of short functional texts and monologues in the form of descriptive text to interact with the environment around them or in a daily life context.

#### B. Basic Competencies

4.2. Expressing meaning of simple short essays using spoken language accurately, fluently, and intelligibly to interact in daily life context in the form of *descriptive* text.

#### C. Indicator

- Identifying vocabulary related to *descriptive* text.
- Identifying information in the *descriptive* text about gorgeous idol.
- Identifying language features in the *descriptive* text.
- Expressing the descriptive text orally, accurately, and intelligibly.

#### D. Objectives of the Study

After learning through several activities, the students are able to:

1. Find out the vocabulary of *descriptive* text.
2. Find out the information in the descriptive text.
3. Find out language features in the *descriptive* text.
4. Express the descriptive text orally, accurately, and intelligibly.

### E. Learning Material

1. Short monologue of "Descriptive" text .
2. Pictures related to the text.
3. Vocabularies related to theme/ text type.

Example:

- *Handsome*
- *Sweet*
- *Hair*
- *Face*

#### 4. Expressions:

- Sentences using modal :
  - It *can* be an actress
  - It *could* be a singer
- Sentences using adjective :
  - She is beautiful
  - He is tall
  - She is slim
- Sentences using have or has:
  - she has dark skin
  - she has long hair
  - he has slanted eyes
  - he has baby face

### F. Teaching Method

Communicative Language Teaching

### G. Learning Activities

- **Opening and BKOF (Building Knowledge of the Field): 20 minutes**

Aspect	Sentences
<b>Opening</b>	T: Assalamu'alaikum. Good morning, class. How are you today? S: Good morning. I'm fine, thank you, and you? T: I'm very well, thank you.
<b>Praying</b>	Well, Before we start our lesson today, let's say a prayer, shall we? Amien
<b>Checking attendance</b>	Is everybody here?

<b>Preparing Class Condition</b>	<p>T: Could you help me to clean the whiteboard, siwi?</p> <p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let start our lesson today.</p>
<b>Lead in</b>	<p>I hope you are ready for your English lesson today.</p> <p>Well, I think all of you have favorite actor and actress, right?</p> <p>Okay, today we are going to talk about gorgeous idol.</p>

- **MOT (Model of Text): 20 minutes**

### **TASK 1**

Teacher asks to the students to describe the idol related to the pictures which are available in the board. Then, the students have to describe it in front of the class.

*Look at the picture! What do they look like, and then describe it in front of the class.*



- **JCOT (Join Construction of Text): 50 minutes**

### **TASK 2**

Teacher asks to the students to discuss a picture in pairs, and then students must predict the description about the idol. Each member of the pair should answer the questions from the teacher.

*Please discuss the following picture with your partner and answer to the questions.*



1. Who is she?
2. How did Sherina look on TV?
3. How was her hair like?
4. What did she wear?
5. Is she good in singing or acting?

### **TASK 3**

*Describe about the man you see on the board using the same description in the question of task 2.*






- ICOT (Independent Construction of Text): 80 minutes

#### TASK 4

Teacher asks to the students to look at the pictures which are available in the box.

Students have to give description related to the physical appearances individually.

*Describe the Idol you see in the table. Look at the example.*

Things in his/her bag	Description
 <p>Rain</p>  	<input type="checkbox"/> He has slanted eyes. <input type="checkbox"/> He has straight black hair. <input type="checkbox"/> Has an oval face.

*Ask your classmates to describe the physical appearance of his/her idols. Then, write the result on the table.*

Your friend's name	The idols	Physical appearance

• **Closing: 2 menit**

<b>Resuming</b>	So, what have we learnt today?
<b>Reflection</b>	How do you feel about our discussion today? Is it difficult?
<b>Praying</b>	Ok, before we end our lesson, let's say a prayer, shall we? Amien...
<b>Closing</b>	See you next meeting. Thank You.Wassalamu'alaikum...

**H. Sources**

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior ahigh School Stdents Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

**I. Assessment**

- Technique : oral test

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1	Excellent	(15-20)	(15-20)	(15-20)	(15-20)	(15-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
<b>Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task</b>						

Wates, September 2012

Researcher,

Teacher,

(Okky Erlinda)

NIM. 08202244006

(Sawiji Herini, S.Pd)

NIP.

## LESSON PLAN

### (CONTROL CLASS)

School	: SMP Negeri 2 Wates
Grade/ Semester	: VIII/ 1
Subject	: English
Text Type	: Descriptive
Theme	: Interesting Place
Skill	: Speaking
Time Allocation	: 4 x 40 minutes (2 meeting)

#### A. Standard of Competence

4. Expressing meaning of short functional texts and monologues in the form of descriptive text to interact with the environment around them or in a daily life context.

#### B. Basic Competencies

4.2. Expressing meaning of simple short essays using spoken language accurately, fluently, and intelligibly to interact in daily life context in the form of *descriptive* text.

#### C. Indicator

- Identifying vocabulary related to *descriptive* text.
- Identifying information in the *descriptive* text about Interesting Place.
- Identifying language features in the *descriptive* text.
- Expressing the descriptive text orally, accurately, and intelligibly.

#### D. Objectives of the Study

After learning through several activities, the students are able to:

1. Find out the vocabulary of *descriptive* text.
2. Find out the information in the descriptive text.
3. Find out language features in the *descriptive* text.
4. Express the descriptive text orally, accurately, and intelligibly.



### E. Learning Material

1. Short monologue of "Descriptive" text.
2. Picture related to the text.
3. Vocabularies related to theme/ text type.

Example:

- |                    |                 |
|--------------------|-----------------|
| - <i>Wonderful</i> | - <i>Square</i> |
| - <i>Amazing</i>   | - <i>Round</i>  |

#### 4. Expressions:

- Sentences using adjective :
  - It is amazing
  - It is fresh
  - it is big
- Sentences using have or has:
  - It has a relief
  - It has sand and water
  - It has large park

### F. Teaching Method

Communicative Language Teaching

### G. Learning Activities

- **Opening and BKOF (Building Knowledge of the Field): 20 minutes**

Aspects	Sentences
<b>Opening</b>	T: Assalamu'alaikum. Good morning, class. How are you today? S: Good morning. I'm fine, thank you...and you? T: I'm very well, thank you.
<b>Praying</b>	Well...Before we start our lesson today, let's say a prayer, shall we? Amien...
<b>Checking Attendance</b>	Is everybody here?
<b>Preparing Class</b>	T: Could you help me to clean the whiteboard, Risti?

<b>Condition</b>	<p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let start our lesson today.</p>
<b>Lead in</b>	<p>I hope you are ready for your English lesson today.</p> <p>Well, do you still remember what kind of texts we discussed last meeting?</p> <p>Okay, today we are going to learn texts in form of descriptive text, in different text.</p>

- **MOT (Modeling of Text): 20 minutes**

### **TASK 1**

Teacher asks to the students to see the picture on the board, and then teacher asks students to describe about the pictures.

*Describe the pictures based on what you see on the board.*



- **JCOT (Join Construction of Text): 40 minutes**

### **TASK 2**

Teacher asks to the students to discuss a descriptive text in pairs then students are asked to describe related to the text.

*Please listen to the text teacher read and then discuss in pairs about the description you have just heard.*

### **Bandengan Beach**

Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. the place is very beautiful and romantic. people around Jepara, Kudus, Demak knows this place.

This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming. The beach is save enough for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.

In this location, we can sit and relax on the shelter while enjoy the natural beach breezy wind. It also has large pandan tree field. It is suitable for youngster activities such as camping.

If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to pulau panjang (panjang island). Some time we can find banana boat and jet ski for rent.

In this place we can find many traditional footstalls. We can order traditional foods sold by the trader such as roasted fish, crab, boiled shell. Pindang srani is one of the delicious food enjoyed by the visitors.

come to the bandengan beach and you will find a paradise on the tips of Muria peninsula.

(<http://peperonity.com/go/sites/mview/descriptive/14825328>)

- **ICOT (Independent Construction of Text): 40 minutes**

### **TASK 3**

Teacher asks student to describe all of their favorite places and write it on the table.

*Tell to the class about your best places you've ever visited. Write it on the table.*

Interesting place	Description
	.

• **Closing: 2 minutes**

<b>Resume</b>	So, what have we learnt today?
<b>Reflection</b>	How do you feel about our discussion today? Is it difficult?
<b>Praying</b>	Ok, before we end our lesson, let's say a prayer, shall we? Amien...
<b>Closing</b>	See you next meeting. Thank You. Wassalamu'alaikum...

**H. Sources**

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior aligh School Stdents Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

(<http://peperonity.com/go/sites/mview/descriptive/14825328>)

**I. Assessment**

**Technique : Oral Test**

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1	Excellent	(15-20)	(15-20)	(15-20)	(15-20)	(15-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
<b>Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task</b>						

Wates, September 2012

Researcher,

Teacher,

(Okky Erlinda)  
NIM. 08202244006

(Sawiji Herini, S.Pd)  
NIP.

# **EXPERIMENTAL CLASS**

## LESSON PLAN

### (EXPERIMENTAL CLASS)

School	: SMP Negeri 2 Wates
Grade/ Semester	: VIII/ 1
Subject	: English
Text Type	: Descriptive
Theme	: Things and Animals
Skill	: Speaking
Time Allocation	: 4 x 40 minutes (2 meetings)

#### A. Standard of Competence

4. Expressing meaning of short functional texts and monologues in the form of descriptive text to interact with the environment around them or in a daily life context.

#### B. Basic Competencies

4.2. Expressing meaning of simple short essays using spoken language accurately, fluently, and intelligibly to interact in daily life context in the form of *descriptive* text.

#### C. Indicator

- Identifying vocabulary related to *descriptive* text.
- Identifying information in the *descriptive* text about things and animals.
- Identifying language features in the *descriptive* text.
- Expressing the descriptive text orally, accurately, and intelligibly.

#### D. Objectives of the Study

After learning through several activities, the students are able to:

1. Find out the vocabulary of *descriptive* text.
2. Find out the information in the descriptive text.
3. Find out language features in the *descriptive* text.
4. Express the descriptive text orally, accurately, and intelligibly.
5. Work cooperatively in doing exercise in groups.

### E. Learning Material

1. Short monologue of "Descriptive" text .
2. Picture related to the theme.
3. Vocabularies related to theme/ text type.

Example:

- |            |           |
|------------|-----------|
| - A bucket | - A snake |
| - A chair  | - Has     |
| - A cat    | - have    |

#### 4. Expressions:

- Sentences using modal :
  - It *can* run
  - It *could* be wore to school
- Sentences using adjective :
  - It is *big*
  - it is *funny*
  - They are *tall*
  - They are *smart*

### F. Teaching Method

Communicative Language Teaching

### G. Learning Activities

- **Opening and BKOF (Building Knowledge of the Field): 10 minutes**

Aspects	Sentences
<b>Opening</b>	T: Assalamu'alaikum. Good morning, class. How are you today? S: Good morning. I'm fine, thank you...and you? T: I'm very well, thank you.
<b>Praying</b>	Well...Before we start our lesson today, let's say a prayer, shall we? Amien.
<b>Checking attendance</b>	Is everybody here?
<b>Preparing Class</b>	T: Could you help me to clean the whiteboard, Mia?



<b>Situation</b>	<p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let start our lesson today.</p>
<b>Lead in</b>	<p>I hope you are ready for your English lesson today.</p> <p>Okay, today we are going to learn texts in form of descriptive text</p>

• **MOT (Modeling of Text): 20 minutes**

**TASK 1**

Teacher asks to the students to describe the picture of things and animals which are available in the board and then students have to share it in groups and teacher monitoring each group.

*Describe the things and animals in the picture you have, and share it with your groups' friend.*



• **JCOT (Join Construction of Text): 50 minutes**

**TASK 2**

Teacher asks to the student to discuss a descriptive text in groups, and then all members must answer the question orally.

*Please read to the text, answer the questions and share it with your group.*

**Things in My Bag**

My name is Putri. I am a student of Grade VIII. I have a new red bag. Today I bring some things in it. I bring my purse. It is a white purse. There is a plastic pencil case. It is a pink pencil case. There are also a hat, four note books, and four text books. I bring my hat because there will be a flag ceremony. Math, English, Biology and History are the lessons for today.

*(Scaffolding English for Junior high School Students Grade VIII)*

1. Who is Putri?
2. What color is her new bag?
3. What items has she got in her bag?
4. What is her pencil case like?
5. How many lessons will she have today?

**TASK 3**

*Listen to the text and try to predict what the animals look like.*

**My lovely puppies**

My dog, Betsy, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.

*(Scaffolding English for Junior ahigh School Stdents Grade VIII)*

- **ICOT (Independent Construction of Text): 80 minutes**

#### **TASK 4**

Teacher asks to the students to see the bag which is available on their table, then each of students must write it down.

*Please describe things I have in my bag. Share it in front of the class. Look at the example.*

<b>Things in her bag</b>	<b>Description</b>
<i>a book</i>	<i>It is a thick grey book.</i>
<i>a hat</i>	<i>It is a new white hat.</i>
<i>a wallet</i>	<i>It is an old black wallet.</i>

#### **TASK 5**

*Describe the animals you have or animals you like.*

<b>Animal</b>	<b>Description</b>

- **Closing: 2 menit**

<b>Resuming</b>	So, what have we learnt today?
<b>Reflection</b>	How do you feel about our discussion today? Is it difficult? Do you have any questions?
<b>Praying</b>	Ok, before we end our lesson, let's say a prayer, shall we? Amien.
<b>Closing</b>	See you next meeting. Thank You.Wassalamu'alaikum...

#### **H. Sources**

Priyana, Joko, Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

## I. Assessment

- Technique : oral test

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1	Excellent	(15-20)	(15-20)	(15-20)	(15-20)	(15-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
<b>Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task</b>						

Wates, September 2012

Researcher,

Teacher,

(Okky Erlinda)

(Sawiji Herini, S.Pd)

NIM. 08202244006

NIP.

## LESSON PLAN

### (EXPERIMENTAL CLASS)

School	: SMP Negeri 2 Wates
Grade/ Semester	: VIII/ 1
Subject	: English
Text Type	: Descriptive
Theme	: Gorgeous Idol
Skill	: Speaking
Time Allocation	: 4 x 40 minutes (2 meetings)

#### A. Standard of Competence

4. Expressing meaning of short functional texts and monologues in the form of descriptive text to interact with the environment around them or in a daily life context.

#### B. Basic Competencies

4.2. Expressing meaning of simple short essays using spoken language accurately, fluently, and intelligibly to interact in daily life context in the form of *descriptive* text.

#### C. Indicator

- Identifying vocabulary related to *descriptive* text.
- Identifying information in the *descriptive* text about the gorgeous idol.
- Identifying language features in the *descriptive* text.
- Expressing the descriptive text orally, accurately, and intelligibly.

#### D. Objectives of the Study

After learning through several activities, the students are able to:

1. Find out the vocabulary of *descriptive* text.
2. Find out the information in the descriptive text.
3. Find out language features in the *descriptive* text.
4. Express the descriptive text orally, accurately, and intelligibly.
5. Work cooperatively in doing exercise in groups.

### E. Learning Material

1. Short monologue of "Descriptive" text .
2. Vocabularies related to theme/ text type.

Example:

- |            |        |
|------------|--------|
| - Handsome | - Hair |
| - Sweet    | - Face |

3. Expressions:

- Sentences using modal :
  - It *can* be an actress
  - It *could* be a singer
- Sentences using adjective :
  - She is beautiful
  - He is tall
  - She is slim
- Sentences using have or has:
  - she has dark skin
  - she has long hair
  - he has slanted eyes
  - he has baby face

### F. Teaching Method

Communicative Language Teaching

### G. Learning Activities

- **Opening and BKOF (Building Knowledge of the Field): 20 minutes**

Aspect	Sentences
<b>Opening</b>	<p>T: Assalamu'alaikum.</p> <p>Good morning, class. How are you today?</p> <p>S: Good morning. I'm fine, thank you...and you?</p> <p>T: I'm very well, thank you.</p>
<b>Praying</b>	<p>Well...Before we start our lesson today, let's say a prayer, shall we? Amien...</p>

<b>Checking attendance</b>	Is everybody here?
<b>Preparing Class Condition</b>	T: Could you help me to clean the whiteboard, siwi? S: ... T: Thank you. Alright, let start our lesson today.
<b>Lead in</b>	I hope you are ready for your English lesson today. Well, I think all of you have favorite actor and actress, right? Okay, today we are going to talk about gorgeous idol.

- **MOT (Modeling of Text): 20 minutes**

### **TASK 1**

Teacher asks to the students to describe the idol related to the pictures which are available on the board. Then, students have to perform it in their own group,

*Look at the picture! What they look like, describe it in your own group.*



- **JCOT (Join Construction of Text): 50 minutes**

### **TASK 2**

Teacher asks to the students to discuss a picture in a group, and then they have to give the descriptions about the idol. Each member of the group should answer the questions teacher gave orally.

*Please discuss the following picture with your groups' friends and answer to the questions.*



1. Who is she?
2. How did Sherina look on TV?
3. How was her hair like?
4. What did she wear?
5. Is she good in singing or acting

### TASK 3

*Describe about the man you see on the board using the same description in the question of task 2 in your groups*








- **ICOT (Independent Construction of Text): 80 minutes**

#### **TASK 4**

Teacher asks to the students to look at the pictures which are available in the box.

Students have to give description related to the physical appearances.

*Describe the Idol you see in the table. Look at the example.*

idols	Description
 <p>Rain</p>  	<input type="checkbox"/> He has slanted eyes. <input type="checkbox"/> He has straight black hair. <input type="checkbox"/> Has an oval face.

*Ask your classmates to describe the physical appearance of his/her idols. Then, write the result in the table.*

Your friend's name	The idols	Physical appearance

- **Closing: 2 menit**

<b>Resuming</b>	So, what have we learnt today?
<b>Reflection</b>	How do you feel about our discussion today? Is it difficult?
<b>Praying</b>	Ok, before we end our lesson, let's say a prayer, shall we? Amien.
<b>Closing</b>	See you next meeting. Thank You.Wassalamu'alaikum...

## H. Sources

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior high School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

## I. Assessment

- Technique : oral test

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1	Excellent	(15-20)	(15-20)	(15-20)	(15-20)	(15-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
<b>Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task</b>						

Wates, September 2012

Researcher,

Teacher,

(Okky Erlinda)

(Sawiji Herini, S.Pd)

NIM. 08202244006

NIP.

## LESSON PLAN

### (EXPERIMENTAL CLASS)

School	: SMP Negeri 2 Wates
Grade/ Semester	: VIII/ 1
Subject	: English
Text Type	: Descriptive
Theme	: Interesting Place
Skill	: Speaking
Time Allocation	: 4 x 40 minutes (2 meeting)

#### A. Standard of Competence

4. Expressing meaning of short functional texts and monologues in the form of descriptive text to interact with the environment around them or in a daily life context.

#### B. Basic Competencies

4.2. Expressing meaning of simple short essays using spoken language accurately, fluently, and intelligibly to interact in daily life context in the form of *descriptive* text.

#### C. Indicator

- Identifying vocabulary related to *descriptive* text.
- Identifying information in the *descriptive* text about Interesting Place.
- Identifying language features in the *descriptive* text.
- Expressing the descriptive text orally, accurately, and intelligibly.

#### D. Objectives of the Study

After learning through several activities, the students are able to:

1. Find out the vocabulary of *descriptive* text.
2. Find out the information in the descriptive text.
3. Find out language features in the *descriptive* text.
4. Express the descriptive text orally, accurately, and intelligibly.
5. Work cooperatively in doing exercise in groups.

### E. Learning Material

1. Short monologue of "Descriptive" text.
2. Pictures related to the text.
3. Vocabularies related to theme/ text type.

Example:

- |                    |                 |
|--------------------|-----------------|
| - <i>Wonderful</i> | - <i>Square</i> |
| - <i>Amazing</i>   | - <i>Round</i>  |

#### 4. Expressions:

- Sentences using adjective :
  - It is amazing
  - It is fresh
  - it is big
- Sentences using have or has:
  - It has a relief
  - It has sand and water
  - It has large park

### F. Teaching Method

Communicative Language Teaching

### G. Learning Activities

- **Opening and BKOF (Building Knowledge of the Field): 10 minutes**

Aspects	Sentences
<b>Opening</b>	T: Assalamu'alaikum. Good morning, class. How are you today? S: Good morning. I'm fine, thank you...and you? T: I'm very well, thank you.
<b>Praying</b>	Well...Before we start our lesson today, let's say a prayer, shall we? Amien...
<b>Checking Attendance</b>	Is everybody here?
<b>Preparing Class</b>	T: Could you help me to clean the whiteboard, Risti?

<b>Condition</b>	<p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let start our lesson today.</p>
<b>Lead in</b>	<p>I hope you are ready for your English lesson today.</p> <p>Well, do you still remember what kind of texts we discussed last meeting?</p> <p>Okay, today we are going to learn texts in form of descriptive text, in different text.</p>

- **MOT (Modeling of Text): 20 minutes**

### **TASK 1**

Teacher asks to the students to see the picture on their own groups' table, and then teacher asks students to describe what the pictures look like.

*Describe the pictures based on what you see on the groups' table.*



- **JCOT (Join Construction of Text): 50 minutes**

### **TASK 2**

Teacher asks to the students to discuss a descriptive text in a group then students are asked to describe related to the text.

*. Please listen to the text teacher read and then discuss in your groups about the description you have just heard.*

### **Bandengan Beach**

Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. the place is very beautiful and romantic. People around Jepara, Kudus, Demak knows this place.

This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming. The beach is save enough for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.

In this location, we can sit and relax on the shelter while enjoy the natural beach breezy wind. It also has large pandan tree field. It is suitable for youngster activities such as camping.

If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to pulau panjang (panjang island). Some time we can find banana boat and jet ski for rent.

In this place we can find many traditional footstalls. We can order traditional foods sold by the trader such as roasted fish, crab, boiled shell. Pindang srani is one of the delicious food enjoyed by the visitors. come to the bandengan beach and you will find a paradise on the tips of Muria peninsula.

<http://peperonity.com/go/sites/mview/descriptive/14825328>)

- **ICOT (Independent Construction of Text): 80 minutes**

### **TASK 3**

Teacher asks student to describe their favorite places and write it on the table.

*Tell to the class about your own experience of visiting interesting place and share it with your friends.*

Interesting place	Description
	.

- **Closing: 2 menit**

<b>Resume</b>	So, what have we learnt today?
<b>Reflection</b>	How do you feel about our discussion today? Is it difficult?
<b>Praying</b>	Ok, before we end our lesson, let's say a prayer, shall we? Amien...
<b>Closing</b>	See you next meeting. Thank You.Wassalamu'alaikum...

### **H. Sources**

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior high School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

<http://peperonity.com/go/sites/mview/descriptive/14825328>

### **I. Assessment**

- Technique : oral test



No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1	Excellent	(15-20)	(15-20)	(15-20)	(15-20)	(15-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
<b>Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task</b>						

Wates, September 2012

Researcher,

Teacher,

(Okky Erlinda)  
NIM. 08202244006

(Sawiji Herini, S.Pd)  
NIP.

**APPENDIX D**

**RESULT OF**

**STUDENTS**

**SCORES**

### Data Penelitian

NO.	KONTROL		EKSPERIMEN	
	PRE TEST	POST TEST	PRE TEST	POST TEST
1	55.5	64.5	73.5	78.0
2	73.5	77.0	74.0	83.0
3	57.0	63.5	73.5	83.5
4	72.5	73.0	66.5	78.0
5	70.0	72.0	75.0	84.0
6	68.5	70.0	59.5	76.0
7	63.5	64.0	67.5	82.0
8	66.5	68.0	70.5	83.0
9	60.5	66.0	75.0	83.5
10	70.5	72.0	73.0	82.0
11	66.5	63.5	65.0	77.0
12	71.0	66.5	73.5	82.0
13	72.5	81.0	64.5	73.5
14	67.0	73.0	65.0	67.0
15	69.5	72.0	69.5	75.0
16	69.0	75.0	59.5	70.0
17	66.0	69.5	64.5	65.0
18	67.0	68.5	60.0	75.0
19	72.0	78.5	54.5	65.0
20	72.0	74.0	64.5	78.0
21	70.5	75.0	66.5	77.0
22	69.0	69.5	57.0	68.0
23	68.0	69.5	60.5	63.5
24	66.5	66.0	64.5	77.5
25	74.0	80.0	60.5	65.0
26	66.5	70.0	72.0	80.0
27	75.0	66.5	57.5	68.0
28	59.5	65.5	72.5	73.5
29	64.5	65.5	65.5	66.5
30	74.0	80.0	59.5	64.5
31	74.5	77.0	70.5	78.0
32	72.0	74.0	75.0	80.0

# **APPENDIX E**

# **STATISTICAL**

# **DATA**

## Reliability (pre-test of control class)

### Reliability

**Case Processing Summary**

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.871	2

**Intraclass Correlation Coefficient**

	Intraclass Correlation <sup>a</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.772 <sup>b</sup>	.583	.882	7.771	31.0	31	.000
Average Measures	.871 <sup>c</sup>	.736	.937	7.771	31.0	31	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- The estimator is the same, whether the interaction effect is present or not.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

## Reliability (post-test of control class)

### Reliability

**Case Processing Summary**

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.841	2

**Intraclass Correlation Coefficient**

	Intraclass Correlation <sup>a</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.726 <sup>b</sup>	.509	.856	6.300	31.0	31	.000
Average Measures	.841 <sup>c</sup>	.675	.923	6.300	31.0	31	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

## Reliability (pre-test of experimental class)

### Reliability

**Case Processing Summary**

	N	%
Cases Valid	32	100.0
Excluded <sup>a</sup>	0	.0
Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.911	2

**Intraclass Correlation Coefficient**

	Intraclass Correlation <sup>a</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.836 <sup>b</sup>	.691	.917	11.211	31.0	31	.000
Average Measures	.911 <sup>c</sup>	.817	.956	11.211	31.0	31	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

## Reliability (post-test of experimental class)

### Reliability

**Case Processing Summary**

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.923	2

**Intraclass Correlation Coefficient**

	Intraclass Correlation <sup>a</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.857 <sup>b</sup>	.727	.927	12.950	31.0	31	.000
Average Measures	.923 <sup>c</sup>	.842	.962	12.950	31.0	31	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- The estimator is the same, whether the interaction effect is present or not.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.



**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST KONTROL	32	55.5	75.0	68.266	4.9611
POSTTEST KONTROL	32	63.5	81.0	70.938	5.1740
PRETEST EKSPERIMEN	32	54.5	75.0	66.563	6.1392
POSTTEST EKSPERIMEN	32	63.5	84.0	75.063	6.7391
Valid N (listwise)	32				

### Kategori Data Penelitian

KATEGORISASI				
skor max	1	x	100	= 100
skor min	0	x	100	= 0
Mean	100	/	2	= 50.00
SD	100	/	6	= 16.67
Very Good	: $X > M + 1,5 \text{ SD}$			
Good	: $M + 0,5 \text{ SD} < X \leq M + 1,5 \text{ SD}$			
Fair	: $M - 0,5 \text{ SD} < X \leq M + 0,5 \text{ SD}$			
Poor	: $M - 1,5 \text{ SD} < X \leq M - 0,5 \text{ SD}$			
Very Poor	: $X \leq M - 1,5 \text{ SD}$			
Kategori	Skor			
Very Good	:	X	>	75.00
Good	:	58.33	< X ≤	75.00
Fair	:	41.67	< X ≤	58.33
Poor	:	25.00	< X ≤	41.67
Very Poor	:	X	≤	25.00

## Frequency Table

**KATEGORI PRETEST KONTROL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	30	93.8	93.8	93.8
	Fair	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

**KATEGORI POSTTEST KONTROL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	6	18.8	18.8	18.8
	Good	26	81.3	81.3	100.0
	Total	32	100.0	100.0	

**KATEGORI PRETEST EKSPERIMEN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	29	90.6	90.6	90.6
	Fair	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

**KATEGORI POSTTEST EKSPERIMEN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	18	56.3	56.3	56.3
	Good	14	43.8	43.8	100.0
	Total	32	100.0	100.0	

**One-Sample Kolmogorov-Smirnov Test**

		PRETEST KONTROL	POSTTEST KONTROL	PRETEST EKSPERIMEN	POSTTEST EKSPERIMEN
N		32	32	32	32
Normal Parameters <sup>a,b</sup>	Mean	68.266	70.938	66.563	75.063
	Std. Deviation	4.9611	5.1740	6.1392	6.7391
Most Extreme Differences	Absolute	.142	.117	.125	.144
	Positive	.087	.117	.120	.134
	Negative	-.142	-.075	-.125	-.144
Kolmogorov-Smirnov Z		.804	.662	.705	.817
Asymp. Sig. (2-tailed)		.537	.774	.703	.517

a. Test distribution is Normal.

b. Calculated from data.

## Univariate Analysis of Variance

### Between-Subjects Factors

		Value Label	N
GROUP	1.0	Kontrol	32
	2.0	Eksperimen	32

### Descriptive Statistics

Dependent Variable: POST TEST

GROUP	Mean	Std. Deviation	N
Kontrol	70.938	5.1740	32
Eksperimen	75.063	6.7391	32
Total	73.000	6.3120	64

### Levene's Test of Equality of Error Variances

Dependent Variable: POST TEST

F	df1	df2	Sig.
1.577	1	62	.214

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+Pre+Group

### Tests of Between-Subjects Effects

Dependent Variable: POST TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1587.246 <sup>a</sup>	2	793.623	52.464	.000
Intercept	127.430	1	127.430	8.424	.005
Pre	1314.996	1	1314.996	86.930	.000
Group	477.869	1	477.869	31.590	.000
Error	922.754	61	15.127		
Total	343566.000	64			
Corrected Total	2510.000	63			

a. R Squared = .632 (Adjusted R Squared = .620)

## Oneway

### Test of Homogeneity of Variances

Gain

Levene Statistic	df1	df2	Sig.
1.236	1	62	.271

### ANOVA

Gain

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	543.473	1	543.473	34.320	.000
Within Groups	981.805	62	15.836		
Total	1525.277	63			

**APPENDIX F**

**RUBRIC OF**

**SCORING**



**Table : Rubric of Students' Speaking Performance**

No	Range	Aspects				
		Fluency	Accuracy		Vocabulary	Task
			Grammar	Pronunciation		
1	Excellent	Utterances, whilst occasionally hesitant, are characterized by an evenness and flow, hindered, very occasionally, by groping, rephrasing and	Able to use the language accurately on all levels normally pertinent to conversational needs. Errors in grammar are quite rare.	Errors in pronunciation are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of	Can respond appropriately even in unfamiliar situations.

		<p>circumlocutions.</p> <p>Inter-sentential connectors are used effectively as fillers.</p>			vocabulary.	
2	Good	<p>Signs of developing attempts at using cohesive devices, especially conjunctions.</p> <p>Utterances may still be hesitant, but</p>	<p>Control of grammar is good.</p> <p>Able to speak the language with sufficient structural accuracy to participate</p>	<p>Errors never interfere with understanding and rarely disturb the listeners.</p>	<p>Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal</p>	<p>Can participate effectively in most formal and informal conversations.</p>

		are gaining in coherence, speed, and length.	effectively in most formal and informal conversations.		conversations.  Vocabulary is broad enough that he rarely has to grope for a word.	
3	Fair	Utterances hesitant and often incomplete except in a few stock remarks and responses.  Sentences are, for	Can usually handle elementary constructions quite accurately but does not have thorough or	Accent is intelligibly though often quite faulty.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to satisfy the routine social demands; needs help in handling any difficulties.

		the most part, disjointed and restricted in length.	confident control of the grammar.			
4	Poor	Utterances halting, fragmentary and incoherent.	Errors in grammar are frequent but speaker can be understood.	Errors in pronunciation are frequent but can be understood by the listeners.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Can ask and answer simple questions on topics very familiar to him.

**Adapted from: Brown ( 2004: pp. 406-407)**

**Table : Scoring Rubric**

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1	Excellent	(16-20)	(16-20)	(16-20)	(16-20)	(16-20)
2	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
<b>Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task</b>						

**Table : Scoring Sheet**

No	Students’  names	Aspects					Students’  marks
		Fluency  (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)	
			Grammar  (0-20)	Pronunciation  (0-20)			
1	St.1						
2	St. 2						
3	St. 3						
4	St.4						
5	St.5						
6	St.6						
7	St.7						
8	St.8						
9	St. 9						
10	St. 10						
11	St.11						
12	St.12						
13	St.13						
14	St.14						
15	St.15						
16	St.16						

**Table : Scoring Sheet**

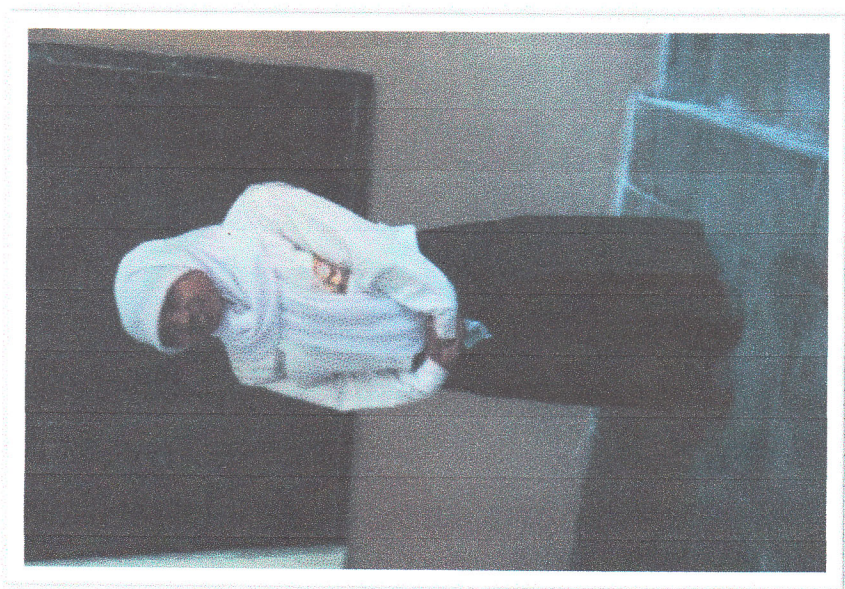
No	Students’  names	Aspects					Students’  marks
		Fluency  (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)	
			Grammar  (0-20)	Pronunciation  (0-20)			
17	St.17						
18	St. 18						
19	St. 19						
20	St.20						
21	St.21						
22	St.22						
23	St.23						
24	St.24						
25	St. 25						
26	St. 26						
27	St.27						
28	St.28						
29	St.29						
30	St.30						
31	St.31						
32	St.32						

**Table : Scoring Sheet**

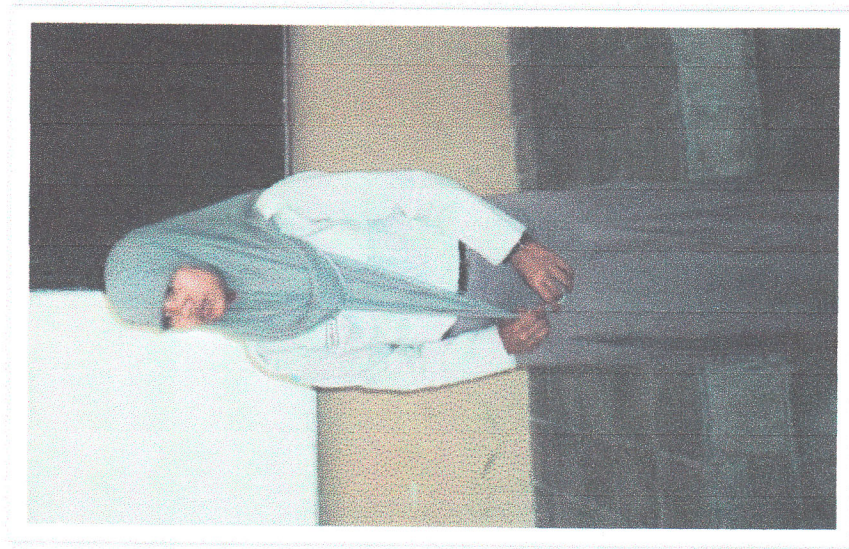
No	Students’  names	Aspects					Students’  marks
		Fluency  (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)	
			Grammar  (0-20)	Pronunciation  (0-20)			
33	St.33						
34	St. 34						
35	St. 35						
36	St.36						
37	St.37						
38	St.38						
39	St.39						
40	St.40						



## PRE-TEST



Student's performance of the control class

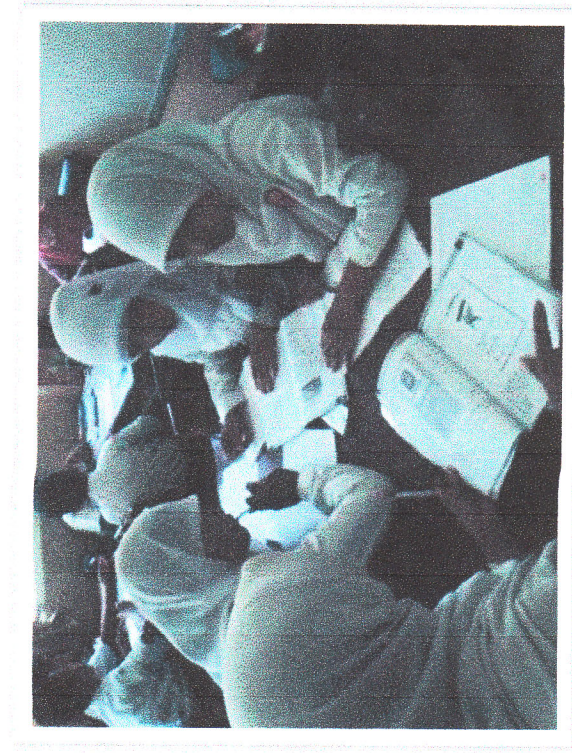


Student's performance of the experimental class





Students' activities in the control class while joining English class



Students' activities in the experimental class while joining English class





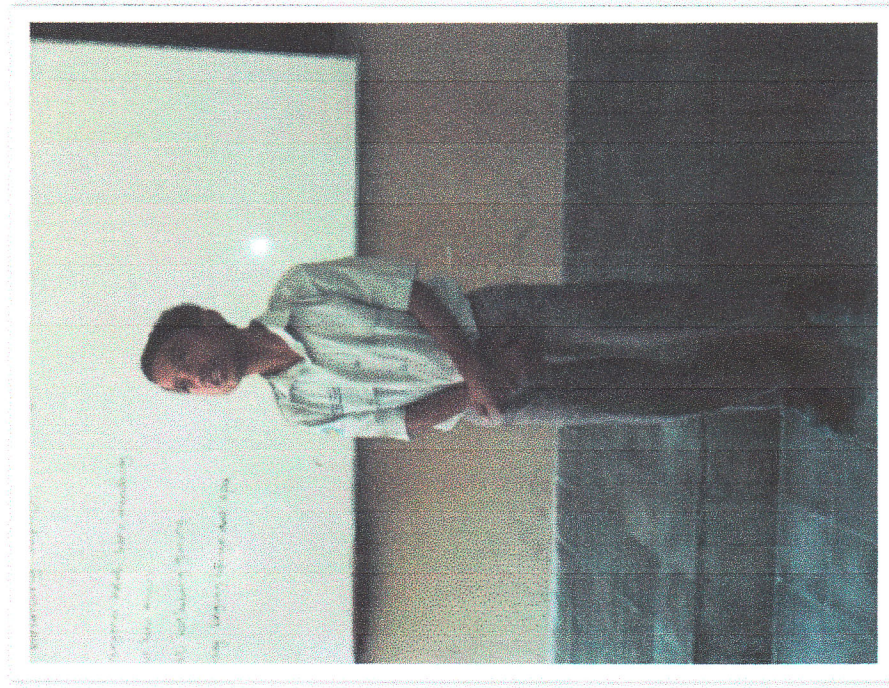
Students are listening to the teacher's explanation



Students are asking to the teacher



## POST-TEST



Student's performance of the control class



Students' performance of the experimental class





Student's performance of the control class



Students' performance of the experimental class



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 1120/UN.34.12/PP/IX2012  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

20 September 2012

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*The Effect of Using Group Work on Speaking Class for Second Grade Students of SMP N 2 Wates in the Academic Year 2012/2013*

Mahasiswa dimaksud adalah :

Nama : OKKY ERLINDA  
NIM : 08202244006  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : September – November 2012  
Lokasi Penelitian : SMP N 2 Wates

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I.  
  
Dr. Widyastuti Purbani, M.A.  
NIP.19610524 199001 2 001

Tembusan:  
Kepala SMP N 2 Wates





**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/7859/V/9/2012

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY Nomor : 1120/UN34.12/PP/IX/2012  
Tanggal : 12 September 2012 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : OKKY ERLINDA NIP/NIM : 08202244006  
Alamat : KARANGMALANG YK  
Judul : THE EFFECT OF USING GROUP WORK ON SPEAKING CLASS FOR SECOND GRADE STUDENTS OF SMPN 2 WATES IN THE ACADEMIC YEAR 2012/2013  
Lokasi : KAB KULONPROGO Kota/Kab. KULON PROGO  
Waktu : 21 September 2012 s/d 21 Desember 2012

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 21 September 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Uti  
Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Kulon Progo cq KPT
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Wakil Dekan I Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan



**PEMERINTAH KABUPATEN KULON PROGO**  
**KANTOR PELAYANAN TERPADU**

Alamat : Jl. KHA Dahlan, Wates, Kulon Progo Telp.(0274) 774402 Kode Pos 55611

**SURAT KETERANGAN / IZIN**

Nomor : 070.2 /00650/IX/2012

- Memperhatikan : Surat dari Sekretariat Daerah Provinsi DIY Nomor: 070/7859/V/9/2012 Tgl: 21 September 2012  
Perihal: Izin Penelitian
- Mengingat : 1. Keputusan Menteri Dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri;  
2. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;  
3. Peraturan Daerah Kabupaten Kulon Progo Nomor : 15 Tahun 2007 tentang perubahan atas Peraturan Daerah Kabupaten Kulon Progo Nomor : 12 Tahun 2000 tentang Pembentukan Organisasi dan Tata Kerja Dinas Daerah;  
4. Peraturan Bupati Kulon Progo Nomor : 56 Tahun 2007 tentang Pedoman Pelayanan pada Kantor Pelayanan Terpadu Kabupaten Kulon Progo.
- Diizinkan kepada : **OKKY ERLINDA**  
NIM / NIP : **08202244006**  
PT/Instansi : **UNY**  
Keperluan : **Izin Penelitian**  
Judul/Tema : **THE EFFECT OF USING GROUP WORK ON SPEAKING CLASS FOR SECOND GRADE STUDENTS OF SMP N 2 WATES IN THE ACADEMIC YEAR 2012/2013**


Lokasi : SMP N 2 WATES  
Waktu : 21 September 2012 s/d 21 Desember 2012

Dengan ketentuan :

1. Terlebih dahulu menemui/melaporkan diri kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
3. Wajib menyerahkan hasil Penelitian/Riset kepada Bupati Kulon Progo c.q. Kepala Kantor Pelayanan Terpadu Kabupaten Kulon Progo.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk kepentingan ilmiah.
5. Surat izin ini dapat diajukan untuk mendapat perpanjangan bila diperlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.

Kemudian diharap kepada para Pejabat Pemerintah setempat untuk dapat membantu seperlunya.

Ditetapkan di : Wates  
Pada Tanggal : 25 September 2012

**KEPALA KANTOR PELAYANAN TERPADU**  
  
**Drs. E. BOWO PRISTİYANTO**  
Pembina Tk.I ; IV/b  
NIP. 19651029 199203 1 004

Tembusan kepada Yth. :

1. Bupati Kulon Progo (Sebagai Laporan)
2. Kepala Bappeda Kabupaten Kulon Progo
3. Kepala Kantor Kesbanglinmas Kabupaten Kulon Progo
4. Kepala Dinas Pendidikan Kab. Kulon Progo
5. Kepala UPTD PAUD dan DIKDAS Kec. Wates, Kulon Progo
6. Kepala SMP N 2 Wates, Kulon Progo
7. Yang bersangkutan
8. Arsip



# **APPENDIX G**

# **PHOTOGRAPHS**

# **APPENDIX H**

## **LETTERS**